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ABSTRACT

This manual represents an attempt to develop a model and procedures for implementing career planning and placement assistance services in Minnesota high schools. The procedures described were developed for and tested in four participating high schools of different sizes, administrative structures, and geographic locations. Divided into seven chapters, this manual is designed to provide assistance in developing placement services for individuals entering any post high school activity, including both educational and employment activities. Chapter 1 explains implementation of the procedures and describes the career planning and placement model. Chapter 2 describes the organizational structure, covering the operational stages, groups of individuals, and operational matrix. Chapters 3 through 6 describe the orientation, preparation, implementation, and evaluation procedures for faculty, students, and external groups. Finally, chapter 7 explains three staffing alternatives: (1) complete placement staff; (2) partial placement staff; and (3) reassignment of existing personnel. The majority of this document contains appended materials, such as related records, forms, and questionnaires. (A related document contains an instructional guide for teaching job-seeking skills.) (BM)

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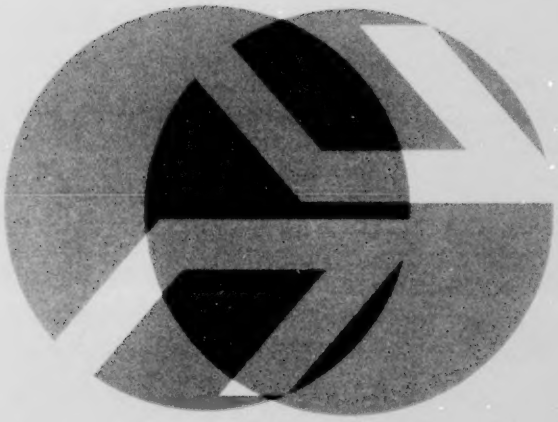

Placement Assistance Services
Procedures Manual

by
Donald E. Irvin
Stephen B. Galey

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S.P.A.C.E.
STUDENT PLACEMENT AND COUNSELING EFFORT

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Implementation of the Procedure

Any service designed to be implemented at the high school level must be tailored to the needs and existing student of the individual school. Placement assistance is no different. The procedures described in this manual were developed for and tested in four participating high schools of different sizes, administrative structures and geographic locations. And in each case, the procedures were modified in order to best meet the needs of the students enrolled in the four schools.

It is expected that the faculty of each school that initiates these procedures will do so with the understanding that similar modifications may be required to meet the placement needs of their students. Also, it is important to recognize that the procedures described in this manual represent suggestions concerning "what should be done" to implement placement assistance services not "who should be providing" these services. Each individual school must determine the most appropriate individuals to provide the placement assistance services.

Career Planning and Placement Model

In light of the temporal location of placement assistance in the career development of individual students, it was judged necessary that a model and rationale be developed which would describe the nature of the services to be provided. Such a rationale and model would then provide a basis for the development of activities and tasks to be performed. The resultant model is presented in Figure 1.

Each section in the model shown in Figure 1 represents a stage in the process of Career Planning and Placement during which time assistance should be provided

CHAPTER I

Introduction

Every year a large number of students leave Minnesota high schools to pursue a variety of post high school activities. Assuming that one of the primary roles of the high school is to prepare these students for this important stage in their lives, it is logical that another role of the high school should be to assist the student during this transition. This manual represents an attempt to develop a model and procedures for implementing career planning and placement assistance services in Minnesota high schools.

It should be noted that the term placement assistance is used in this manual to refer to the service of helping individuals enter any post high school activity of their choice. This includes both educational and employment activities. Further, it is not the intent of the authors that the procedures described in this manual replace existing procedures, but rather, it is hoped that the procedures described will be incorporated with existing services of the schools to provide the best possible type of placement assistance for students.

to the student. While the model may be appropriately applied to individuals of any age and at any educational level, the sophomore year of high school will serve as the starting point for purposes of the following explanation. As can be seen in Figure 1, the first stage of the Model is Career Awareness. During this stage the high school sophomore should receive assistance that is designed to increase his/her awareness of all the factors which effect his/her career development. That is, the individual at this stage should become "aware" of himself/herself as he/she begins to formulate career plans. Information from career interest inventories, general ability measures, and vocational needs instruments are all potentially useful for career planning. In addition, the student should receive assistance in gaining knowledge of the vast number of career alternatives open to him/her.

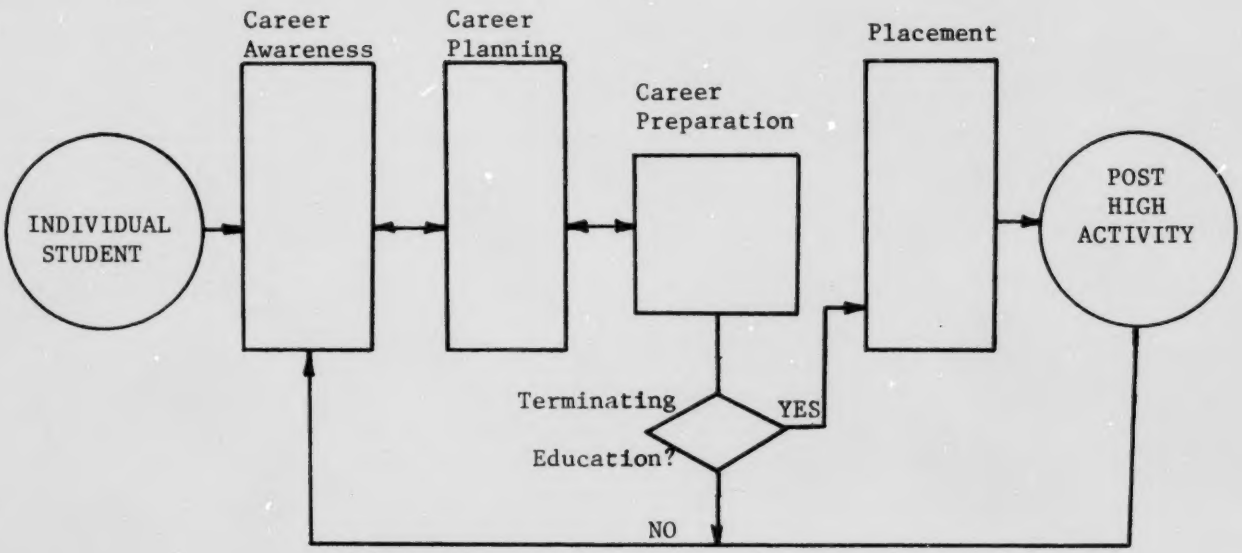
It is recognized that many educators feel that a sophomore in high school is not ready to make career decisions. However, the student is required to make at least some educational decisions that relate to some career goal. The goal at this stage is to help the students prepare to make these immediate decisions with a higher degree of awareness of opportunities and available alternatives.

The second stage of the Model represents Career Planning. When the high school sophomore student enters this stage assistance should be provided which will help the student (1) interpret information received in the previous stage and (2) prepare career plans relative to his immediate requirements. For the sophomore, the major planning effort will consist of selecting from among the educational alternatives he/she may pursue during the remaining years in school.

The third stage of the Model represents Career Preparation. The primary component of this stage, at least for high school students, will be composed of

FIGURE 1

CAREER PLANNING AND PLACEMENT MODEL



a number of courses taken while in school that hopefully relate to some immediate or long-range course goal. However, other activities such as part-time work or co-curricular activities, may also be included.

These first three stages may be viewed together as the "Career Planning" portion of the Model. It is important to note that the Model recognizes the dynamic and interdependent nature of these three stages. The dual headed arrows indicate that the students may leave and re-enter each stage at any time as their needs dictate. As sophomore students complete their sophomore year, the question "is the student terminating his/her education?" is asked. This step is represented by the diamond in the model. If the response is "no", the student then recycles through the first three stages of the Model. If the response is "yes" the student enters the placement stage of the Model. For a sophomore in high school this would happen only if the student has made the decision to "drop out" of high school. In this case, the school is obligated to identify this student and provide an exit interview with emphasis on "placement" into some meaningful post-high school activity.

The students continue to recycle through the first three stages of the model until they become classified as "terminal," which occurs either when they decide to drop out of high school prior to graduation, or when they meet the school's requirements for a diploma and have plans to graduate. At this point, the student should be provided with placement assistance, represented by the placement stage of the Model in Figure 1. As indicated in the introduction section of this manual, placement assistance is defined as helping the student enter any post-high school activity of his or her choice. It is anticipated that this assistance is most likely to be mutually satisfying for both the individual and society when the student receives help in at least one of the

following six areas:

1. selection of a post-secondary school (AVTI, College, etc.)
2. applying to the chosen institution
3. obtaining financial aid for continuing education
4. learning job seeking skills
5. locating job openings
6. applying for jobs

The final stage presented in the Model represents the student's entry into a post-high school activity. At present, this final stage represents the termination of the school's responsibility for providing career planning and placement assistance for students. However, as high schools enter the areas of continuing (adult or community) education, the model can be adapted by providing a path for individuals to recycle from the post-high activity stage to the career awareness stage.

In summary, this model provided the basic context in which the procedures described in this manual were developed. It should be noted that the first three stages of the model are not discussed in further detail in this publication. The reader is referred, instead, to the most current literature relative to vocational guidance and career education.

The remaining sections of this manual present, in some detail, procedures for implementing placement services at the high school level in a manner that is consistent with the previously defined model.

CHAPTER II

Organizational Structure

In order to provide a structure for organizing the tasks necessary for implementing placement services, an operational matrix was developed. The primary components of the matrix are based on two factors: (1) Operational objectives required to implement placement services and (2) the groups of individuals with whom the service will work.

Operational Stages

There are four broad operational stages established for implementing placement services. These stages are:

1. Orientation to placement services
2. Preparation for placement services
3. Implementation of placement services
4. Evaluation of services and results

The stage "Orientation to Placement" is the first stage of the operational model and should contain activities designed to familiarize all necessary groups of people with the concepts and operations of the placement service in a local school.

The stage "Preparation for Placement Services", is the second stage of the operational model and is designed to contain all activities which will prepare individuals or groups to assume their role(s) in the placement process.

The third stage of the operational model is represented by the stage "Implementation of Placement". The tasks conducted during this stage should relate directly to the actual placement of students into post-high school

activities.

The fourth stage of the operational model is represented by the objective "Evaluation of services and results". Tasks involved at this stage should relate to both formative and summative evaluation of the schools placement and counseling effort.

Groups of Individuals

Individuals directly involved in the placement process of a school can be categorized into three groups. These groups are:

1. high school students
2. high school faculty
3. individuals external to the high school.

The category "high school students" contains all individuals designated by the local school as being eligible to receive placement assistance. It must be noted that the composition of this group may vary in different schools depending on factors such as number of staff persons, fiscal resources and local school philosophy. It is recommended, however, that this group include, as a minimum, all high school seniors and all potential dropouts.

The category "high school faculty" contains all the teaching, counseling administrative and support service personnel employed by the local school. This group is defined in the broadest possible terms in a specific attempt to recognize (1) the unique and valuable contribution any given staff person might be able to offer to a placement program and (2) that if any service provided by a local school is to be successful it must have the support and cooperation of all individuals in that school.

The final category "Individuals external to the high school" is intended to include those individuals outside of the local high school whose assistance is perceived as vital to the success of the program. This group would typically include (1) employers, (2) parents, (3) labor unions, (4) business and community services organizations and (5) local communications media. It is perceived that without the sanction of parents or the cooperation of prospective employers, the relative success of the placement program in educational organizations would be seriously hampered.

Operational Matrix

By combining the factors "Operational Objectives" and "Groups of Individuals" the matrix shown in Figure 2 is created. The interactions of the components in the Figure 2 matrix (represented by the shaded cells) provides the necessary operational structure for developing the tasks required to implement placement services in a local high school. That is, individual sets of tasks can be developed to meet each operational objective for each group of individuals.

The remaining chapters of this manual are devoted to a presentation of the tasks generated from the operational matrix. These tasks are perceived as necessary to implement placement assistance services in a local high school. Also, samples of materials which may be used to complete the required tasks are provided in the appendices.

FIGURE 2

OPERATIONAL MATRIX

		GROUPS OF INDIVIDUALS		
		Students	Faculty	External
OPERATIONAL OBJECTIVES	Orientation			
	Preparation			
	Implementation			
	Evaluation			

CHAPTER III
Orientation

The first stage required to implement a placement service in the high school is the orientation of all groups of individuals who will or may be involved with or need the placement service. This includes students, faculty and groups of individuals outside of the high school (i.e., parents and employers). The purpose of the tasks conducted during this stage is two fold. First, to develop an awareness of the service among the members of the different groups and second, to generate interest and/or solicit support and cooperation from the individuals comprising the different groups.

Faculty Orientation

The effective operation of a placement service in a local high school is dependent on the support and cooperation of many different faculty groups within the school. Therefore, the first task necessary to implement the service in a local school is to orient the schools' faculty to goals and objectives of the placement service.

The methods chosen to conduct this orientation may vary for different schools. However, it is recommended that the following steps be included in the orientation:

Step 1 -- Introduce the placement service to the entire faculty during an all school faculty meeting. Be certain to include in the presentation: (1) the goals and objectives of the service

(2) the possible ways the placement services can assist different faculty groups

(3) the possible ways faculty groups can be of assistance to the placement service

Step 2 -- Arrange for and meet with all department chairpersons for the purpose of discussing the specific relationships between curricula areas and the placement service.

Step 3 -- Meet with the schools counseling department for the purpose of coordinating the counseling and placement activities inherent in operating a placement service. Because of the close working relationships required between placement and counseling personnel, this coordination is perhaps the single most important factor in the successful operation of a placement service. It is important to remember that the "Placement Service" is intended to supplement rather than supplant existing school services.

Step 4 -- Arrange for and meet with specific faculty groups (i.e. vocational department, math department, social studies department) for the purpose of explaining and discussing the operation of the placement service as it relates to each separate department.

Step 5 -- Schedule and meet with individual faculty members in an attempt to provide them with information, and enlist their cooperation. The primary purpose of these meetings, whether they are formal or informal, is to establish support for the service and determine

the most appropriate working relationships between individual faculty members and the placement service.

Step 6 -- Establish and maintain a faculty information medium such as a newsletter or weekly memo from the placement service. This "newsletter" should serve as an introductory medium and as a means to update each faculty member relative to the operation of the service (see Appendix A).

REMEMBER -- "Placement" is a service which is intended to help the students make the best possible use of their total high school educational experiences. As such, all faculty groups within the school are involved either directly or indirectly. Placement personnel are therefore advised to fully orient and continue to inform all faculty members about the operations of the placement service.

Student Orientation

As in the case with any service provided by the high school, the clientele is either the entire student body or a specified sub-set of the student body. Therefore, it follows that the students must be made aware of and oriented to the placement service. As is the case with orientation of the faculty, the specific methods selected to orient the students is partially dependent on the specific high school. The following steps have, however, proven to be relatively successful.

Step 1 -- Conduct a general meeting or assembly of all students eligible to receive placement assistance. During this meeting the following points should be presented:

(1) The service should be defined and explained.

(2) The location of offices should be identified.

(3) The placement personnel should be introduced and their duties explained.

(4) Operational procedures should be presented.

Step 2 -- Prepare for and meet with selected classes of students (i.e., social studies classes). These presentations should follow the general student meeting and should include time for questions from the students. A more detailed explanation of the operating procedures should be given during these meetings.

Step 3 -- Initiate and maintain a "public relations" campaign to orient the student population to the placement service. The following methods and/or sample materials are suggested for use in this public relations campaign.

(1) Develop a "Placement Service" newsletter (see Appendix B.1).

(2) Distribute public relations advertising materials (see Appendix B.2).

(3) Develop a "Placement Service" bulletin board display.

(4) Write articles and/or advertise in the school newspaper (see Appendix B.3).

(5) Use your imagination to develop means of attracting the attention of students and making them aware of the service.

REMEMBER -- The placement service is designed to help <u>STUDENTS</u>. Therefore, you must first make each eligible student aware of the service and second, you must create within each student an interest in the service. Without clients to serve the concept of providing placement will not become a reality in the school.

External Group Orientation

The placement service in the high school is perceived as a link between the student's high school program and his/her initial post-high school activity. As such, a placement service is, in part, dependent upon groups of people outside of the school (i.e. college and vocational school personnel, business and industry personnel). Therefore, these groups of people must become familiar with the placement service. In addition, as a relatively new service in the school the general public and students' parents should be made aware of the existence of the service and its benefits. The following steps are recommended for conducting an awareness campaign for groups of people external to the high school.

Step 1 -- Prepare a promotional mailing to be sent to the parents or guardians of all students eligible to receive placement assistance. This mailing should (1) contain a brief but concise explanation of the service, (2) be attractive and distinctive (i.e. advertising) and (3) contain a phone number the parents may call for more information (see Appendices C.1 and C.2).

Step 2 -- Arrange for news media coverage about the placement service. Local newspapers are perhaps the most likely media source. (See Appendices C.3 and C.4).

Step 3 -- Arrange for and make presentations to local civic groups such as Kiwanis Clubs, Lions Clubs and Rotary Clubs. Each of these groups are generally comprised of Business and Industry personnel whose support and assistance may be invaluable in the operation of a placement service. Care should be exercised to point out:

(1) the ways civic groups can help promote the placement service and (2) the advantages of the service to the local community.

Step 4 -- Arrange for and make presentations to local business groups such as merchants associations and local personnel associations (See Appendices C.5 and C.6). Since the operation of a placement service is, in part, dependent upon the willingness of employers to hire your high school's students, this step is very important. The following points should be included when addressing a business group:

(1) The purpose and goals of the placement service.

(2) The advantages of the placement service to the employer.

(3) The ways in which employers can support the placement service.

(4) The name, address and phone number of the placement director in the school.

Step 5 -- Prepare and mail promotional materials (advertising) to as many local businesses as possible. (See Appendices C.7).

Step 6 -- In high schools where no educational placement assistance is presently offered to students desiring it, steps similar to steps 3, 4, and 5 should be conducted with personnel from both public and private educational institutions. However, it is anticipated that most high schools do presently offer educational placement assistance.

Step 7 -- Contact and meet with the Director of your local Minnesota Employment Services Office. This meeting should be for the purpose of establishing a satisfactory working relationship between the M.E.S. and the local schools placement service (see Appendix C.8).

REMEMBER -- Just as it is important for a placement service to have clients, it is equally important for the service to have activities into which the clients can move upon leaving high school. The majority of these activities will be in local educational or business and industry sectors of the community. Therefore, it is imperative that these groups of people become aware of the purposes and procedures of the high school placement service.

CHAPTER IV
Preparation

The second stage in the process of implementing a placement service in a high school is Preparation. The tasks required in this stage are based on the necessity of preparing the students for their exit from the high school and preparing placement service personnel to assist the students as they leave the school.

Faculty Preparation

Following the orientation stages, in which the faculty are made aware of the goals and objectives of the placement service, it becomes necessary to (1) identify the manner and extent to which the existing duties of individual faculty members relate to the service and (2) formalize a working relationship between the placement service staff and other faculty members.

As was the case with the orientation stage, the methods chosen to implement the Preparation Stage are expected to vary from school to school. However, the following steps are recommended for inclusion in the Preparation Stage.

Step 1 -- Conduct a faculty activity survey to identify which faculty members perform duties that relate to the goals of the placement service. Be certain to include all faculty members. A sample activity survey is shown in Appendix D.1.

Step 2 -- Based on the results of the faculty activity survey, arrange meetings with groups of faculty who perform similar duties related to the goals of the placement service. The purpose of these meetings should be to establish a working relationship between the placement service and faculty who are currently

involved in placement related activities.

Step 3 -- Utilize the previously developed faculty-placement service newsletter to keep the faculty informed of relevant placement service activities.

Step 4 -- Solicit faculty suggestions concerning how the placement service staff can assist them in their regular school duties (See Appendix D.2). For example, the placement staff may help develop curricula on resume writing for the language arts faculty.

Step 5 -- Where possible, arrange a means to refer students to individual faculty members who can help them with placement related problems (See Appendix D.3). For example, a teacher with past military service may be able to discuss "military life" with a student who is thinking of such a career.

REMEMBER -- The school faculty can be a valuable resource for your placement service, take advantage of this resource. In addition, do not duplicate or attempt to replace existing services but rather work with the people who presently offer placement related services.

Student Preparation

During the orientation stage, students are made aware of the existence of the placement service, and hopefully an interest in the service is created. The Preparation stage represents the time at which the students, as individuals and in groups, actually begin to use the placement services. The activities performed during this stage are intended to lay the necessary foundation for the actual placement of students in post high activities. The following activities are viewed as necessary at this stage.

Step 1 -- Conduct a student needs survey to identify: (1) the post high school plans of the seniors and possible early leavers, and (2) the nature of the placement assistance required by each student who will be leaving the school during the year. A sample student needs survey is shown in Appendix E.1.

Step 2 -- Conduct a registration interview with each student who, on the student survey, indicated that he/she would like some placement help. The primary purpose of this initial interview should be to: (1) identify the students' post high plans and (2) establish what services are required for the student.

Step 3 -- Administer and/or interpret self evaluation instruments such as performance and/or aptitude tests for students who need assistance in making decisions about post high school plans.

Step 4 -- Prepare a placement file on each student interviewed. This file should contain all available information relevant to the students planned post high school activity (i.e., transcripts of high school grades, test scores, teacher recommendations, etc.) Sample placement file materials may be found in Appendices E.2 and E.3.

Step 5 -- Refer each student to the appropriate faculty group for an initial post high school planning interview. Note: It is anticipated that, in most cases, different faculty groups will provide various placement-related assistance (i.e., counselors for college and university, vocational directors for vocational schools and placement office staff for employment). These planning interviews should serve the purpose of defining the students plans more specifically than previous interviews.

REMEMBER -- The placement service in your school is designed to help students with a variety of needs. To accomplish this task, these needs must first be identified and then students should be directed to potential resource persons.

External Group Preparation

As has been previously stated, a high school placement service cannot function without assistance from people and organizations outside of the school. For without "places" for the students to go, there would be no need for a placement service. This stage in the placement procedure, then, is designed to: (1) identify the needs and basic requirements of external groups;(2) enlist support for the high schools placement services; and (3) identify educational and employment groups who are interested in using the placement service. To accomplish these objectives, the following steps have proven useful.

Step 1 -- Conduct a community-wide employer needs survey. This survey is intended to identify the general types of job openings available on an annual basis. A sample employer survey is shown in Appendix F.1.

Step 2 -- Arrange a means of working with your closest employment service office. This working relationship might include:

(1) Regular weekly school visits by Employment Services Personnel.

(2) Regular State and/or Regional job opening reports sent to the school placement office.

(3) A convenient procedure for refering high school students to the Employment Services Offices.

Step 3 -- Contact all Minnesota post-high school educational institutions in an effort to obtain information concerning:

(1) entrance requirements.

(2) entrance closing dates.

(3) financial assistance availability.

A sample of a form for collecting institutional information can be found in Appendix F.2.

Step 4 -- Conduct visits with local employers. These visits should be personal visits intended to:

(1) acquaint the employers with the goals of the placement service (see Appendix F.3).

(2) register those employers who are willing to work with the placement service (see Appendix F.1).

(3) collect as much general information about the employers operations as is possible (i.e., type of jobs, products or services produced, general expectation for employees, etc.).

NOTE: These initial visits should also stress the benefits your service can provide the employer.

REMEMBER -- External group cooperation is mandatory if your placement service is to benefit your students. You should make a concerted effort to identify and personally visit with as many external groups as possible. Your interest and enthusiasm for the placement service will pay off in placements for your students.

CHAPTER V
Implementation

The third stage in the process of initiating and operating a placement service in the high school is the "Implementation Stage". It is during this stage that the services of the placement office are actually used by the three populations involved; faculty, students and external groups. At this stage, it is important to remember that you are offering "Services" that hopefully will benefit each of these populations.

Faculty Implementation

In order to fully implement a placement service in a local high school, a cooperative effort among the various faculty groups involved with placement related activities is required. In addition, due to the nature of some of the placement activities, the placement service personnel are in a unique position to assist the faculty with non-placement related activities (i.e., career education) in their classrooms. The following activities are recommended to facilitate the needed cooperation.

Step 1 -- Coordinate and/or arrange for the teaching of a "Job Seeking Skills" workshop for students. This workshop may be something new or may be part of an existing program of instruction (i.e. part of a Distributive Education course). However, <u>all</u> students who are to leave the high school should be prepared with basic skills which will help them in their search for employment. The introduction to a teachers guide for Job Seeking Skills can be found in Appendix G.

Step 2 -- Be prepared to offer assistance, where appropriate, to classroom teachers. For example, placement personnel visits to local employers can result in a list of resource persons who would be available to talk to various high school classes. Also, placement personnel can be available to assist faculty in the development of career related units in areas such as math, English and social studies.

Step 3 -- When appropriate, students with special interests (i.e., interest in a specific occupation or specific university) may be referred to a faculty member who has some experience in the area of interest. In schools where the placement service is separate from the ongoing counseling service, open channels for referring students to and from each service should be established.

Step 4 -- Establish a procedure by which faculty and staff may refer students for placement assistance. The school's faculty has by far the closest and most consistent student contact, and can therefore be extremely helpful in identifying students with placement service needs. In addition, faculty with regular student contact may be able to help identify potential dropouts or early leavers so that the placement service can contact them before they leave school.

REMEMBER -- Placement service activities offer a unique opportunity for the faculty of the school to work together to help students. And in addition, maximum involvement of all faculty groups should improve the placement services for the students.

Implementation With Students

The primary goal of the placement service is "to assist students in making the transition from high school to their chosen post high school activity". This stage of the process directly addresses this goal. The suggested activities listed below form a recommended sequence of events designed to provide the students with direct placement assistance.

Step 1 -- Conduct a placement planning interview with each student who intends to leave the high school during the year. During this interview the following tasks should be accomplished:

(1) The students preference of post high school activity (ie. specific school or type of occupation) should be identified.

(2) The student's background and preparation for his/her activity choice should be reviewed and evaluated and the reality of the choice (i.e. chance of success) should be discussed (see Appendices H.1, H.2, and H.3).

(3) For students who plan to go to work, their job seeking skills (i.e. interviewing, resume' writing, etc.) should be evaluated (see Appendix H.4).

(4) For students planning to continue their education, their knowledge of the basic skills required to enter post high education should be evaluated.

(5) In the case of an early leaver or dropout, alternative methods of obtaining a high school diploma should be reviewed and discussed. The future importance of the diploma should be stressed.

Step 2 -- Based on the evaluations and judgements made during the initial planning interview, each student should be referred to an appropriate person or faculty group within the school for further assistance. The following represent examples of different internal referals.

(1) The student who is either "unsure" about a post high activity choice, or who's choice is judged unrealistic in light of his/her background or preparation, should be referred to someone in the school for career counseling and guidance.

(2) The student who has poor job seeking skills should be referred to the person or faculty group who can help him/her develop these skills.

(3) The student who indicates a specific choice and appears prepared for that choice should be asked to return for an employment or educational placement interview (see Appendix H.5).

Step 3 -- For each student who has chosen to go directly to work after high school, an Employment Placement Interview should be conducted. The purpose of this interview is two fold. First, the students requirements and/or desires about their job choice should be determined. This includes: types of job, location, salary, hours, etc. Second, the student should be made aware of possible placement locations and employer expectations.

Step 4 -- For students who plan to continue their education, an Educational Placement Interview should be conducted. During this interview the students' career aspirations (i.e., type of school, area of study, etc. should be discussed. In addition, school information such as entrance requirements, application closing dates, costs, etc. should be discussed.

Step 5 -- When a job opening is identified, students who are qualified and who indicate a corresponding interest in the job, should be referred for an interview. The students should first be given a brief discription of the company and job opening. Then the student should make an appointment for an interview (this may be done by someone in the high school placement office). The student should be given a referral card (see Appendix H.6) for use as an introduction when meeting the employer. Plans should also be made for students who need transportation to the job interview.

Step 6 -- Students going on to post high educational institutions should be given help in the following areas:

(1) completion of required application.

(2) obtaining letters of recommendation.

(3) completing required entrance examinations.

(4) obtaining required transcripts.

Step 7 -- After providing direct placement assistance (i.e. referral of a student for a job interview or application to a school) a placement office staff member should conduct a follow-through to determine the outcome of the assistance (see Appendix H.7). These follow-up activities may include contacts with:

(1) the student

(2) the prospective employer

(3) school officials

The results of this follow-up should be used to help other students, or in the case of a rejection, help the same student with future referrals.

Step 8 -- Students whose job or school applications are rejected should be provided further counseling and new placement referrals. Every possible effort should be made, between referrals, to identify the reasons why an application was rejected so that the student may obtain help in overcoming any deficiencies.

REMEMBER -- This stage, "Implementation With Students," fulfills the primary function of the placement service. This is the time when your students will say you either <u>succeeded or failed</u> in helping them make the move from high school to post high school activity.

Implementation with External Groups

In order to fully implement placement services in your school, previous contacts with external groups must be expanded so that specific post-high school opportunities may be identified and qualified students referred to them. During this stage of the procedure placement personnel should (1) work to identify specific educational and employment opportunities and (2) arrange procedures for assisting students with applications to these opportunities. To accomplish these objectives the following steps are recommended.

Step 1 -- Develop a procedure for referring students to the closest Employment Services Office. This procedure should, if possible, reduce the time and paperwork necessary for the student to obtain an Employment Services referral.

Step 2 -- Recontact local employers who had previously agreed to work with your placement service. The purpose of this contact should be to (1) identify specific job openings, (2) make the employer aware of the process for listing openings with your placement service and (3) establish a procedure for referring qualified students to the employers.

Step 3 -- Establish a card file of employment opportunities. This file should contain all jobs listed by the employers working with your placement service (see Appendix I). Each job listing should contain the following information:

1. Name and address of the employing company
2. Name and phone number of the hiring official
3. Job title and specific description of duties
4. Hours
5. Wages/Salary
6. Closing dates for applications

Step 4 -- Contact the admissions personnel at area post-secondary schools and colleges. Specifically, check those schools where closing dates for admissions are crucial or enrollment limits exist.

Step 5 -- Maintain an up-to-date record of entrance requirements and procedures for each area post-secondary school. An Educational Institution Description Form (Appendix F.2) is also useful for this purpose.

NOTE: Due to the nature of admission policies and procedures for most institutions of higher education, direct contact (as with employers) is not appropriate.

REMEMBER -- The implementation with External Groups stage is where the actual identification of existing post-high school activities takes place for students. While the steps listed for this stage are few, they are critical if the placement service is to fulfill its mission.

CHAPTER VI
Evaluation

The final stage required to implement a placement service in the local high school is Evaluation. Evaluation activities, while appropriate for all areas within a school, are especially important when a new service such as placement is added to the existing school services. The tasks conducted during this stage should serve two purposes. First, continuous evaluation and monitoring of activities should be conducted during the year so that appropriate changes may be made. And second, a final or summative evaluation should be conducted to assess the degree to which the placement service was effective in providing a viable service to the students and community served by the high school.

Faculty Evaluation

Due to the amount of faculty involvement required to implement all facets of the placement service, evaluative input from this group is important. This input is primarily helpful for modifying and improving the efficiency and effectiveness of the placement service. Both formal and informal means may be used to gather evaluative data from the faculty. The following steps are recommended:

Step 1 -- Continuous formal and informal feedback from faculty members should be encouraged throughout the school year. This feedback may be obtained by:

1. Informal conversations about the service
2. Faculty meetings about the placement service
3. A suggestion box for faculty members (see Appendix J.1)
4. Questionnaires to faculty members
5. Placement staff process evaluation forms (see Appendix J.2).

Step 2 -- Summative evaluation data should also be collected from faculty members. The type of data collected should include some measure of:

1. Faculty awareness of the goals of the service;
2. The degree of faculty involvement with the placement service;
3. The degree the service was helpful to the conduct of the faculties regular duties; and
4. The faculty members evaluation of placement service in general.

See Appendix J.3 for samples of "Faculty Evaluation Questionnaires".

REMEMBER -- The purposes of evaluation is to help improve the placement services in your school. And since most of your faculty will be involved in some manner, you should include them in your evaluation plans.

Student Evaluations

Since the students are the primary recipients of the placement services in the school, it follows that this group is of major importance in the evaluation of the service. As was the case with faculty, both formal and informal evaluation efforts should be made to obtain information from students. The following steps are recommended for obtaining evaluative information from students:

Step 1 -- Attempts should be made throughout the school year to gather information about student attitudes and feelings about the placement services. This type of information might be obtained by:

A. Conducting informal conversations with individual students and groups such as the student council, VICA CECA Clubs, etc.
B. Using suggestion boxes for students.
C. Forming student advisory committee for the placement service.
D. Having students complete specifically designed questionnaires about different aspects of the placement service (see Appendix K.1).

Step 2 -- In addition to the attitudes and opinions of your students, you should also collect data concerning student outcomes. Examples of this type of information are:

A. Records of the numbers of students who utilized different placement services (i.e., counseling, job placement, etc.) during the year.
B. Pre- and post-test information concerning changes in student skills (i.e., job seeking skills) (see Appendix K.2).
C. Summary of data collected through follow-up studies of students, one year after leaving school. These follow-up studies should collect both status ("What are you doing?") and opinion ("How satisfied are you?") data (see Appendix K.3).

REMEMBER -- Your evaluation should include information from and about students and should help you answer two questions: (1) Did the service meet its goals for students? and (2) How can the placement service be improved?

External Group Evaluations

The placement service in your school is not unlike other school services in having an impact, through students, on the community. However, because the placement service personnel deal directly with community groups (employers), this impact is immediately definable. Therefore, information from external groups is important and necessary when evaluating the placement service. Again the purposes of evaluation should be to (1) improve the placement service and (2) assess the degree to which the service met its goals and objectives. The following steps should be considered for obtaining evaluative information from external groups.

Step 1 -- Develop a means for obtaining feedback from employers who register job openings with your placement service. Possible techniques include:

A. Telephone contacts on a monthly basis.
B. Individual questionnaires concerning students who were referred to job openings.
C. Summary or year end questionnaires concerning the operations of the placement service (see Appendix L.1).

Step 2 -- Continuous evaluative feedback may be obtained from external groups by establishing a community advisory committee.

Step 3 -- Periodic contact with the parents of your students through questionnaires and/or parent conferences should be pursued to gather information concerning the parents opinions about the placement service (see Appendices L.2 and L.3).

REMEMBER -- External groups (primarily employers and parents) are extremely important to the operation of a placement service, and are, therefore, valuable sources of evaluation information.

CHAPTER VII

Staffing Alternatives

As previously stated, this procedures manual is not intended to prescribe "who" should provide the schools placement services. However, since each of the steps outlined in the previous chapters must be done by "someone", this section provides descriptions of three possible staffing alternatives. Also, a distribution of the suggested activities for each alternative is presented.

The final choice of staffing for the placement service is left to the local school. This choice should consider factors such as size, economic conditions, student requests for services and availability of resources. However, regardless of the staffing alternative selected by the school, the activities recommended in the previous chapters should be carried out if the goals of the placement service are to be attained.

Staffing Alternative I: Complete Placement Staff

The first alternative open to the local school is to initiate a placement office and hire a complete placement staff. Such a staff should consist of at least one placement director, one placement counselor and one secretary. This placement staff would, under this alternative, be responsible for providing the entire range of placement services. That is, <u>almost all</u> of the tasks recommended to operate a placement service would be done by these individuals. With this alternative, few additional duties would be required of existing faculty members. (Note: This does not limit or restrict

cooperative efforts among faculty and placement staff where desirable.)

This staffing alternative should be seriously considered in very large high schools or where existing faculty groups (i.e. counselors) are not available to handle additional duties.

The following list represents, for this alternative, a suggested division of the recommended tasks required to implement a placement service.

Recommended Activity	Suggested Staff Responsibilities for:
Faculty Orientation	
1. Introduce the placement service to the entire faculty during an all school faculty meeting.	Placement Director
2. Arrange for and meet with all department chairpersons.	Placement Director
3. Meet with the schools counseling department.	Placement Counselor
4. Arrange for and meet with specific faculty groups.	Placement Director
5. Schedule and meet with individual faculty members.	Placement Director
6. Establish and maintain a faculty information medium.	Placement Director
Student Orientation	
1. Conduct a general meeting or assembly of all students.	Placement Counselor
2. Prepare for and meet with selected classes of students.	Placement Counselor
3. Initiate and maintain a "public relations" campaign.	Placement Counselor

Recommended Activity	Suggested Staff Responsibilities for:
External Group Orientation	
1. Prepare a promotional mailing to be sent to the parents.	Placement Director-Secretary
2. Arrange for news media coverage about the placement service.	Placement Director
3. Arrange for and make presentations to local civic groups.	Placement Director
4. Arrange for and make presentations to local business groups.	Placement Director
5. Prepare and mail promotional materials (advertising) to as many local businesses as possible.	Placement Director
6. Contact and meet with the Director of your local Minnesota Employment Services Office.	Placement Director
Faculty Preparation	
1. Conduct a faculty activity survey.	Placement Director
2. Based on the results of the faculty activity survey, arrange meetings with groups of faculty who perform similar duties.	Placement Director
3. Utilize the previously developed faculty-placement service newsletter.	Placement Director
4. Solicit faculty suggestions concerning how the placement service staff can assist them.	Placement Counselor
5. Arrange a means to refer students to individual faculty members who can help them.	Placement Counselor
Student Preparation	
1. Conduct a student needs survey.	Placement Counselor

Recommended Activity	Suggested Staff Responsibilities for:
2. Conduct a registration interview with each student.	Placement Counselor
3. Administer and/or interpret self evaluation instruments.	Placement Counselor
4. Prepare a placement file on each student interviewed.	Placement Counselor
5. Refer each student to the appropriate faculty group for an initial post high school planning interview.	Placement Counselor
External Group Preparation	
1. Conduct a community-wide employer needs survey.	Placement Director
2. Arrange a means of working with your closest employment service office.	Placement Director
3. Contact all Minnesota post-high school education institutions.	Placement Counselor
4. Conduct visits with local employers.	Placement Director
Faculty Implementation	
1. Coordinate and/or arrange for the teaching of a "Job Seeking Skills" workshop for students.	Placement Counselor
2. Be prepared to offer assistance, where appropriate, to classroom teachers.	Placement Director
3. When appropriate students with special interests may be referred to a faculty member.	Placement Counselor
4. Establish a procedure by which faculty and staff may refer students for placement assistance.	Placement Counselor

Recommended Activity	Suggested Staff Responsibilities for:
Implementation With Students	
1. Conduct a placement planning interview with each student.	Placement Counselor
2. Each student should be referred to an appropriate person or faculty group within the school for further assistance.	Placement Counselor
3. Employment Placement Interview should be conducted.	Placement Director
4. An Educational Placement Interview should be conducted.	Placement Counselor
5. Students who are qualified and desire the type of job which is open should be referred for an interview.	Placement Director
6. Students going on to post high educational institutions should be given help.	Placement Counselor
7. Conduct a follow-up to determine the outcome of the assistance.	Placement Director-Secretary
8. Students whose job or school applications are rejected should be provided further counseling and new placement referrals.	Placement Counselor
Implementation With External Groups	
1. Develop a procedure for referring students to the closest Employment Services Office.	Placement Counselor
2. Recontact local employers who had previously agreed to work with your placement service.	Placement Director
3. Establish a card file of employment opportunities.	Secretary
4. Contact the admissions personnel at area post-secondary schools and colleges.	Placement Counselor

Recommended Activity	Suggested Staff Responsibilities for:
5. Maintain an up-to-date record of entrance requirements and procedures for each post-secondary schools.	Secretary
Faculty Evaluation	
1. Encourage continuous formal and informal feedback from faculty members.	Placement Director
2. Summative evaluation data should also be collected from faculty members.	Placement Director
External Group Evaluations	
1. Develop a means for obtaining feedback from employers who register job openings with your placement service.	Placement Director
2. Continuous evaluative feedback may be obtained from external groups by establishing a community advisory committee.	Placement Director

Staffing Alternative II: Partial Placement Staff

A second staffing alternative open to the local school is to hire only a partial placement staff. If this alternative is selected the position of placement director will generally be the position added to the existing school services. Generally, this alternative is appropriate in schools which have a comprehensive guidance and counseling service presently available to the students. Also helpful is an ongoing career education component in the schools curriculum.

To implement this alternative, the preceding division of responsibility list is also appropriate. However, individuals in the schools existing guidance department must assume the responsibilities indicated for the Placement Counselor. Also, existing clerical staff must assume the placement secretary's duties.

Staffing Alternative III: Reassignment of Existing Personnel

The third alternative for staffing a local placement assistance service in a high school is to reassign existing faculty to conduct placement activities. This alternative is most appropriate in smaller schools or schools with limited resources or in schools who determine that most of the placement tasks are presently being conducted by the existing faculty. It should be noted, however, that difficulties might arise if the responsibilities for the placement service are simply added to existing faculty assignments rather than being changes in assignments.

If this alternative is selected by the high school, the school should assess the extent to which existing faculty conduct placement related tasks. Then, these existing activities should be expanded, where appropriate, and coordinated to accomplish the goals of the placement assistance service.

Due to the variability in the tasks which may exist among faculties on the local schools, no effort is made here to identify specific individuals who should perform the placement related tasks. However, it must be remembered that each of the recommended tasks must be accomplished if the goals of the placement assistance service are to be met.

APPENDIX A

Faculty Information Brochure

A Faculty Information Brochure serves to introduce the placement project and its staff to the high school faculty, as well as updating them to the placement services' activities. This particular monthly memo maintains a current roster of job vacancies in addition to soliciting faculty support and cooperation.

S.P.A.C.E.

STUDENT PLACEMENT AND COUNSELING EFFORT

AFTER HIGH SCHOOL WHAT NEXT?

IF

Your students are inquiring about such things as:

1. Full time job vacancies
2. Part time job openings for the college or Voc-Tech bound.
3. Information about job procurement such as:
   a. Tips on interviewing
   b. Writing resumes
   c. Preparing personal data sheets
   d. Completing application forms properly
   e. Developing letters of application

THEN

Remember to utilize the services of S.P.A.C.E. (Student Placement and Counseling Effort)

The S.P.A.C.E. Director, Mr. Walt Wolff, and the Placement Counselor, Mr. John Overson, are prepared to be of vital assistance in these areas.

The primary objective of the S.P.A.C.E. project is to help the graduating student's transition from high school to post-high school activity as smoothly as possible.

The S.P.A.C.E. offices are located in the Wells Municipal Building, 125 South Broadway. In addition, Mr. Overson will be in the High School Counselors-Conference room for the remainder of the school year as follows:

Alden	Thursday A.M.	10.20-11:20
Kiester	Tuesday A.M.	9:25-12:00
Freeborn	Friday A.M.	9:30-12:10
Mapleton	Tuesday P.M.	1:00--3:20
Wells	Friday P.M.	1:00--3:00

POSSIBLE JOB VACANCIES

Available in June 1976

Print Shop Work

Secretarial and Office Work

Auto Body and Fender Work

Auto Mechanic Work

Construction Inspector

Construction Trades

General Factory Work

Waitress Work

Office Receptionist

Students, who will be continuing their education, should keep in mind the possibility of part-time employment. If there is a need for this type of assistance, don't hesitate to contact Mr. Wolff or Mr. Overson about possible vacancies in your area.

APPENDIX B

Materials Related to the Orientation Stage for Students

B.1 Placement Service Newsletter

The "A Message from SPACE" brochure represents an example of a placement service newsletter designed as a weekly publication for high school seniors. It addresses information relative to sessions about job seeking and job coping skills, available career resource materials, the job market and upcoming placement office activities.

A MESSAGE from S.P.A.C.E.

An informal report to seniors about career selection and entry, related services and materials available in our high school, and job procurement methods.

Volume 1 Number 4 STILLWATER SENIOR HIGH SCHOOL May 20, 1975

With this final Message from SPACE, we wish you happiness, success, good fortune, and the health and ambition necessary to make it all come true.

IN THIS ISSUE are comments about your true competition for jobs, a word about honesty, a challenge to "hire yourself", and more quotes from employers.

WHO IS YOUR COMPETITION FOR JOBS?

Employers want to hire "the best available!"

For most entry level jobs, however, the competition is normally other youth, but sometimes adults willing to work for entry level wages (maybe retired workers supplementing limited retirment income, or "second income" earners willing to work for beginners wages).

As long as Unemployment Compensation is provided to formerly employed workers--you may not really be competing with them for "entry level" jobs at the minimum wage. There is little incentive for that person to compete with your for a $2.00 an hour job and pay S.S. and income tax, when nearly the same money is available tax free drawing UC.

If finding work is difficult now - remember - Competition varies seasonally. Many youth enter the full time labor market at this time of the year. As the months pass, this giant influx of workers levels off. Some employed youth give up summer jobs to return to further schooling in the fall. So if you want full employment - keep at it - strengthen efforts in early fall.

SPACE goal for SHS seniors--look just a bit better to the employer than do the other available youth competing for jobs.

Grooming Poise Technique Personality Attitude

Re-read the Soc. 12 SPACE KIT for ideas. Come in to the SPACE office for a visit about job seeking methods.
Be prepared for the interview questions. Have the necessary information with you to do a complete, neat job filling out the application forms.
SO FEW YOUTH CARRY WITH THEM A PERSONAL DATA SHEET TO LEAVE WITH THE APPLICATION THAT THIS TECHNIQUE ALONE MAY HELP ATTRACT FAVORABLE ATTENTION!

Trained Students + Knowledge of Application Forms = Employment

One young man with whom we are acquainted applied for a job and when asked to fill out an application form, found that he had to search for his social security number, had to use the directory to find the telephone number of a reference, and could not remember the first name of a person for whom he had worked during the summer.

The Soc. 12 S.P.A.C.E. kit contained a personal data card for this purpose. If you need another one - come in to S.P.A.C.E. office of see your counselor!

The questions with which most job applicants are not familiar are those which they may consider very personal. For example, some potential employers ask, "Do you expect to be married soon?" This question is not meant to be personal; rather it is to let the employer know if the applicant plans to take on more responsibility, or perhaps move from the area.

We have listed some questions taken directly from currently used application forms. Can you answer such questions quickly, accurately, and honestly? Avoid later hesitation and possibly embarrassment! Know the answer and understand the purpose of typical questions.

1. What is the date of your last physical examination?
2. What date can you start to work?
3. Do you have relatives working for this company?
4. Have you ever worked here before?
5. In case of emergency, who is to be notified? (List address and phone number.)
6. What is your weight? Height? Date of birth?
7. If married, is your husband or wife employed? Type of work?
8. With whom do you live - parents? Relatives? Husband or wife? Alone? Others?
9. How long have you lived in this city? Address?
10. Do you own your own home? Your own automobile?
11. Are you single? Married? Widowed? Divorced? Remarried? Engaged?
12. Have you ever been convicted of a felony or misdemeanor? List all convictions, showing offense and date.
13. Have you ever had cash shortages of misunderstandings about funds?
14. How many days were you absent during the past four school years? If absent more than six days per year, please explain.
15. What are your hobbies? Leisure time activities (recreation)?
16. Are you licensed to drive a car in this state?
17. Do you have any physical defects?
18. In what extra-curricular activities have you taken part?
19. To what community, social, or professional organizations do you belong?
20. Do you object to shift work? Do you object to weekend work? Will you work overtime?

Comments employers have made to me during recent visits to business. P.O.H.

"When we opened we intentionally over-staffed in order to have a trained reserve. I'm sure at some time in future, we'll be selecting staff additions, but not right now."

"We are constantly hiring, but work from drop-in applications. Right now, we can be quite choosy. We start at the minimum wage - this has always been company policy."

"We don't require personal references, but do check former employers"

"We expect young applicants to sign a release form so that we can obtain their school record. We are most interested in absences"

"We don't knowingly hire college bound youth. We can't afford to invest in training persons who will leave us in the fall"

"We hire college students for the summer, to fill in while regulars take vacations. We don't need them permanently and they don't want a year round job. It works well for everyone"

"No -- a personal data sheet or resume would be of no value. We obtain all the information we want from our application form and interview"

"We don't normally get personal data sheets - but yes. It would attract my attention - show me the person really cares"

"Your way to become a full time starter is to have worked for us part-time while going to school"

"We just hired a girl. Her parents are good customers. We've found this usually works out well for us. It's good public relations"

"We're always glad to accept applications. It gives us a better choice when we have an opening"

READING THE "HELP WANTED" ADS?

All fast. Anyone who reads the paper knows what you know.

Even if ad asks qualifications you don't have, responde anyway. The employer may have other jobs open - or may substitute some of your strong points for something was looking for.

A nation wide survey made in 1973 showed 12.2% of hired workers found jobs through want ads. That leaves 87.8% who got jobs by other means! (Personal applications - friends - placement agencies - referral by training institutions - offer from employer because person attracted favorable attention in visible activity, such as church, hobby club, volunteer service, etc.

A WORD ABOUT HONESTY:

Some employers (probably all, really) are very concerned about employee honesty.

Don't be surprised at an interview question (however it is worded) which really means - "Prove you are honest and will remain so." Some employers check references, former employers, and otherwise try as completely as possible to avoid hiring a "risky" person.
A cardinal motto among employers selecting help is--

IT'S EASIER TO FIRE BEFORE YOU HIRE"

Some security checks end by asking people who know the applicant --
"Would you trust this person with your life?"

There are all levels of jobs and all levels of reliability needed. Where do you fit?

EMPLOY YOURSELF

Maybe you can join the other side of the free enterprise system---employ yourself!

I recently heard of a 19½ year old young person who established a boat cleaning service - clean up before or after parties - do simple housekeeping for busy owners.

There are at least 6 marinas between Afton and North Stillwater.

It's not my suggestion that you all go into competition cleaning boats---the point is---A careful look around may suggest a needed product or service YOU can provide.

Here are some self-employment suggestions from a recent issue of CAREER WORLD magazine.

Arts and crafts for sale, baby-sitting, baking, cards, catering help, car washing and waxing, chauffeur, caretaker, cleaning houses, composing (entering contests), delivery services-circulars-phone books, dog washing and walking.

Door to door sales, driver of ice cream truck, fence repair, firewood gathering, floor waxing, gardening, handyperson, house sitting, house painting, ironing, jam and jelly sales, messenger, mother's helper, mowing lawns.

Pet sitting, refinishing furniture, roadside-stand sales, shampooing carpets, sewing, shrub-trimming, telephone-answering service, temporary help services, tutor (musical instrument, academic subject, sport, art, crafts).

Vacation blind cleaning, wake up service, window cleaning, woodworking (doghouses, bookshelves, and simple carpentry).

IN A WORD - DO THINGS TOO TRIVIAL FOR LARGER BUSINESSES TO BOTHER WITH.

GOOD LUCK! | Mr. Hobson, Placement Director, Office #113 | Mr. Priske, Placement Counselor, Office #C-108 | Mrs. Domnisch, Placement Secretary, Office #C-107 | GOOD LUCK!

B.2 Student Orientation Card

The Orientation Card for Students introduces the career placement and counseling project by explaining its purposes and main goals. In addition, the card provides a description of how the placement project can assist students, where the placement office is located, and who are its staff. Designed for dissemination early in the school year, the card should be concise and visually appealing to enhance its awareness function.

DON'T LEAVE YOUR FUTURE TO CHANCE

S.P.A.C.E
Student Placement and Counseling Effort

FRONT

S.P.A.C.E. HAS ANSWERS!

The purpose of the Student Placement and Counseling Effort is to provide both career planning and placement assistance to students who are leaving high school and are either continuing their education or are entering the labor market. The primary goal of the S.P.A.C.E. office personnel is to make the students' transition from high school to post high activity as smooth and rewarding as possible.

If you are leaving high school this year the S.P.A.C.E. office can help you by:

- Providing career counseling assistance.
- Helping you learn how to apply for a job.
- Helping you apply to an area vocational-technical institute.
- Helping you apply to the college or university of your choice.
- Helping you look for a job.
- Helping you make plans for the future.
- Answering questions you may have about occupations or educational opportunities.

Contact:

S.P.A.C.E.

Student Placement and Counseling Effort

Dean Summerbell Placement Director
Jan Nelson Placement Counselor

Coon Rapids Senior High School
2340 Northdale Blvd.
Coon Rapids, Minnesota 55433 (612) 755-4700

BACK

B.3 Newspaper Article

Articles written in the student high school newspaper can effectively fulfill an orientation function by explaining the purposes and goals of the program. The newspaper medium is useful in addressing those students missed by other public relations advertising methods.

Varied needs solved by SPACE program

S.P.A.C.E., abbreviation for Student Placement and Counseling Effort, is a new program at SHS this year, primarily designed for the graduating student. However, this new program also helps to meet the needs of people who will not or have not finished high school, but who are seeking full-time employment.

Since most students plan on entering some vocation (sometimes more than one), S.P.A.C.E. is one program that should be of interest to almost every student.

The main purpose of the program is to help students analyze their interests, abilities, and personalities in order to judge which occupations they seem most qualified.

Other functions of the program include finding out what jobs are available in the surrounding area, teaching students better ways of finding positions. The program also shows a participant how he can promote his good qualities to an employer during the first interview for a job.

Mr. Rod Hobson and Mr. Mahlon Frieske, directors of the program, encourage students to talk to the people involved with the type of work in which the student is interested.

They also suggest students get information about the jobs especially as to what courses or other preparation might be necessary for certain jobs.

Presently, Mr. Hobson is developing a guide sheet, which should help students progress through the process of job placement.

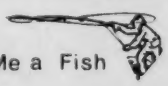
The S.P.A.C.E. staff is striving for awareness about the newly started program. The staff hopes that interested students watch for posters and the counselors' bulletin board (north wall of library) for information concerning the S.P.A.C.E. program throughout the year.

The nation's economy is presently in a business recession consequently, there will be much competitiveness for jobs in the near future. S.P.A.C.E. can help students better themselves and to explore all the avenues of entry into the new type of job they desire.

A MESSAGE FROM

S.P.A.C.E

STUDENT PLACEMENT AND COUNSELING EFFORT



"Give Me a Fish
and
I Eat for a Day —

Teach Me to Fish
and
I Eat for a
Lifetime"

Develop Job Procurement Skills !

Come in to the S.P.A.C.E. Office for

JOB COUNSELING AND REFERRAL

APPENDIX C

Orientation Materials for External Groups

C.1 Parent Orientation Card

The Parent Orientation Card introduces the placement program to parents of all high school students through a promotional mailing early in the school year. The card informs parents of the placement and counseling services available, and the project personnel and their location.

Parents... After High School, What Next?

S.P.A.C.E.
Student Placement and Counseling Effort

FRONT

S.P.A.C.E. has answers.

The purpose of the Student Placement and Counseling Effort is to provide both career planning and placement assistance to students who are leaving high school and are either continuing their education or are entering the labor market. The primary goal of the S.P.A.C.E. office personnel is to make the students' transition from high school to post high activity as smooth and rewarding as possible.

If your son or daughter is leaving high school this year the S.P.A.C.E. office can help them by:

- Providing career counseling assistance.
- Helping them learn how to apply for a job.
- Helping them apply to an area vocational-technical institute.
- Helping them apply to the college or university of their choice.
- Helping them look for a job.
- Helping them make plans for the future.
- Answering questions about occupations or educational opportunities.

Contact:

S.P.A.C.E.

Student Placement and Counseling Effort

Rod Hobson — Placement Director
Mel Friske — Placement Counselor

Stillwater Senior High School
1018 South First St.
Stillwater, Minnesota 55082 (612) 439-7260

BACK

C.2 Parent Reminder Letter

A letter sent to all parents of high school seniors from the Placement Director at the participating high school midway through the school year acts as a reminder of the project and its accompanying career-related services. The orientation card may or may not be included.

STUDENT PLACEMENT AND COUNSELING EFFORT

125 South Broadway, Wells, Minnesota 56097

JOHN OVERSON
S. P. A. C. E. COUNSELOR
PHONE: 507/553-5002

WALT WOLFF
S. P. A. C. E. DIRECTOR
PHONE: 507/553-5003

January 15, 1977

Dear Parents:

High School graduation is not far off for your son or daughter. Many decisions will be made between now and June that can affect his or her life significantly.

We would like to take this opportunity to inform you that Mapleton High School has been participating in a three year pilot project conducted by the State Department of Education called S.P.A.C.E. (Student Placement And Counseling Effort). The efforts of this program have proven beneficial in assisting students in the transition from high school to post high school activity. A major emphasis has been placed on preparing graduating seniors to enter the world of work. Through follow-up studies, we have found approximately forty to sixty per cent of our graduating students each year are employed either full, or part time ten months after graduation. This represents a large group of students who the S.P.A.C.E. personnel may be able to help in their search for a rewarding type of employment.

If your son or daughter is considering employment, full or part time, please encourage them to contact the S.P.A.C.E. staff. John Overson, the Placement Counselor, is in each of the five member high schools of the Southern Minnesota Cooperative Center one day a week for personal consultation with seniors about their future plans.

If you have any questions about the S.P.A.C.E. project, or how we might be of assistance to your son or daughter, feel free to contact me for further information. Enclosed is my address and phone number.

Thank you for your time and cooperation.

Sincerely,

Walt Wolff

Walt Wolff
Placement Director

Serving students from Alden-Conger, Freeborn, Kiester-Walters, Mapleton, Wells-Easton

C.3 Local Resident Newsletter

The "A Message from SPACE" article printed in a monthly newsletter sent to all residents within a local school district attempts to orient the local community to the placement project, and to enlist its support. A detailed description of the project's mission, personnel and services is mandatory.

A MESSAGE FROM SPACE

A new SPACE Program -- Student Placement And Counseling Effort -- started this year at Stillwater Senior High School.

S.P.A.C.E. adds to existing school services by providing students with help in selecting and entering full time employment. The local program consists of three basic parts; career information and career selection, development of job procurement skills, and a placement service for referral to employment opportunities.

A fourth component, educational research, is being done by the Research Coordinating Unit of the University of Minnesota. The total project is directed by the Vocational-Technical Division of the State Department of Education, and funded by the U.S. Office of Education.

Four Minnesota high schools were selected for this pilot project to test the role schools might play in assisting young people who seek full time employment, either upon graduation or upon terminating their education prior to graduation. The four schools are Stillwater, Coon Rapids, Minneapolis Central and Wells.

Local staffing for the project includes Rod Hobson, Placement Director; Mel Friske, Placement Counselor; and Mrs. Renee Deragisch, Secretary.

Activity in all phases of the project is under way.

Calls on area businesses have started, and will continue into next summer for the purpose of identifying positions, which, when open, can be filled by a young person without specialized post-high school training. In this function, the placement director becomes a communicating link between business and industry and the school.

"We find a number of benefits from these contacts with owners and managers of business," stated Mr. Hobson. "We return to the school better informed to help our students understand the employer needs, and the employment qualifications and application procedures expected. This feedback may also help some students see that training beyond high school may be necessary for some career goals.

A direct result of such calls is the creation of a "Message from S.P.A.C.E." newsletter to seniors, describing employer concerns regarding maturity of attitude, job loyalty, and dedication to purpose of youthful employees. These recurring comments from business are the central theme for the newsletter and a bulletin board series of cartoons giving employment related tips for success.

A variety of instructional approaches are available to students; some existing and others now being developed. The University of Minnesota is creating study packets for individualized use to guide the student through career decision making and job seeking skill development.

After describing the project and surveying career plans of local seniors in the Social Studies 12 classes, the local SPACE crew is developing activities using existing District 834 facilities. These include occupational information files, the Career Information Center of the senior high library, the sound slide film collection of the Audio-Visual Center, and the Counseling Department cumputer terminal, which has an occupational search capability for a print-out listing jobs which combine the interests, abilities and job characteristics specified by the student.

The above sources rely strongly upon student initiative to select and do activities deemed of personal value. For students wishing a more structured approach, a one quarter mini-course "Career Planning and Entry Workshop" will be offered during the second semester.

Occupational counseling is available at all stages from the entire counseling staff as part of the long established counseling service at the senior high, with Mr. Friske devoting more time specifically to students planning immediate employment after graduation.

"The efforts of the entire project focus on the application for work process, with as much referral and placement assistance as we can provide," stated Mr. Hobson. "Since employment is the usual goal of most training, whether terminated after high school, vo-tech specialization, or college, we feel the informational parts of this program will prove of value to all students who participate. Since the state office designed the project, and the U.S. Office funded it, the nation's economy has badly deteriorated. Job seeking will be even more competitive! We hope S.P.A.C.E. will help Stillwater Senior High School students be top contenders for whatever jobs are available."

This school year is the first of a possible three year research and development program to supply other schools in the nation with filed tested models for helping youth select and enter full time career oriented employment.

SCHOOL DISTRICT 834 NEWS
January, 1975

Non-Profit Organization
U. S. Postage
PAID
Permit No. 192
Stillwater, Minnesota

POSTAL PATRON

RURAL BOXHOLDER

LOCAL

C.4 Local Newspaper Article

The enclosed copy for a newspaper clipping performs an awareness function of the placement project for all local residents. Newspaper clippings should be utilized as an ongoing orientation device, by updating specific placement activities, as well as initial goals, purposes and staffing of the placement and counseling project.

RELEASE IMMEDIATELY

Coon Rapids Senior High School in school district #11 has a new kind of SPACE program. This SPACE program stands for Student Placement And Counseling Effort. It is a research and development project made possible through federal vocational-technical funds in cooperation with the State Department of Education and the Research Coordinating Unit of the University of Minnesota. It is designed to test the role that the high school can play in assisting its young people who are seeking employment either upon graduation or upon terminating their high school education before graduation.

The SPACE concept is a result of follow-up studies conducted of graduates of several Minnesota high schools as to their status nine months after graduation. This follow-up study was conducted in District #11 with the graduating classes of the past two years. Information obtained from these studies has revealed that more high school graduates enter full-time employment upon graduation than pursue all forms of higher education combined. The need was recognized for providing assistance to students whose next step was to enter the world of work. Historically our schools have chiefly helped students take the next step to higher education.

Placement director at Coon Rapids Senior High School, Dean Summerbell, is calling upon business and industry people in the metropolitan area. In addition to learning the steps necessary to obtain employment with these companies he has an opportunity to identify jobs available to high school graduates and to hear some of the concerns of business people regarding high turn-over among young people, attitudes relating to job responsibility, and job loyalty. The placement director becomes

a communicating link between the business and industry and the school system in order that both students and employers might benefit.

The placement director and a vocational counselor make up the SPACE team at Coon Rapids Senior High. Jan Nelson, the vocational counselor provides individual career counseling for students seeking help in career decision-making. The placement director provides students with information about job opportunities in which they can put their job-seeking skills to work and obtain employment. Together they provide students with basic information on procuring employment and help them develop confidence for entering the career world. Summerbell stated that one of the outcomes of the project so far is that many of the opportunities found in business and industry which have career potential require education beyond high school. Some students may, as a result of the service of this project, recognize the need for further education. Information about appropriate educational opportunities is available to them through the counseling department Career Resource Center at Coon Rapids.

Coon Rapids Senior High is one of four Minnesota schools participating in the SPACE project. The other three are Minneapolis Central High, Stillwater High, and the Southern Minnesota Vocational Center located at Wells, Minnesota.

Source: Student Placement and Counseling Effort Office
Coon Rapids Senior High School
Coon Rapids, Minnesota

C.5 Cover for Public Relations Folder

In order to solicit cooperation from local civic groups, presentations about the high school's placement program are essential. The cover taken from a Public Relations folder provides a graphic illustration of the program, such that enclosures (brochures, business cards, orientation cards, etc.) can supplement oral presentations. To be of maximum utility the folder should be adaptable for use with different audiences.

FILL THE VOID

WITH

S.P.A.C.E.

STUDENT PLACEMENT AND COUNSELING EFFORT

Do You Know...

- What your students do after high school?
- If they are prepared to do what they plan to do?
- Who is helping your students plan for post-high school activities? How? When?
- Who does job development for your students?
- If S.P.A.C.E. replaces?
- If you'll have time for S.P.A.C.E.?

PROJECT SITES:

COON RAPIDS SENIOR HIGH SCHOOL

MINNEAPOLIS CENTRAL HIGH SCHOOL

SOUTHERN MINNESOTA COOPERATIVE CENTER

STILLWATER SENIOR HIGH SCHOOL

MINNESOTA DEPARTMENT OF EDUCATION, VOCATIONAL-TECHNICAL DIVISION

C.6 Slide Presentation Script

The use of a visual medium such as a slide show can effectively supplement oral presentations about the placement service to external groups. The script should provide, among other things, information relative to the purpose and goals of the placement service, its potential advantages to employers, and how it may be supported by local civic groups.

Slide No.	Basic Thought
1	This presentation is about the Student Placement & Counseling Effort
2	or S.P.A.C.E. Project currently on-going in Minnesota
3	The project is being coordinated by the Minnesota R.C.U.
4	These four schools are involved
5	In addition, an advisory committee has helped us (explain committee)
6	Our primary goal is to supplement existing services, not to replace any service
7	The theoretical Model
8	Placement is "Assisting students to make as smooth and rewarding a transition as possible from high school to the post high school activity of the student's choice."
9	To accomplish this task we operate in four functional areas (explain)
10	With 3 groups of people (explain)
11	The interaction of functions and groups forms the level at which theory must be operationalized
12	This is a sample operational model
13	To implement placement each site has a full time placement director and a half-time placement counselor
14	What is done in Orientation?
15	P.R. materials (give other examples)
16	What about preparation?
17	Needs Survey
18	Record forms
19	Staff activity survey
20	Personal interviews with employers
21	As for implementation
22	Career Counseling is of primary importance (this is a shared duty)
23	Job procurement skills packages
24	Identifying of job openings in community
25	Identifying jobs desired by students
26	Filing system for instant reference of 24 and 25 above
27	What about evaluation?
28	First a follow-up of kids is planned
29	Staff follow-up
30	Employer follow-up
31	The final output of the project will be a procedures manual for Placement Activities
32	That's all folks!!

C.7 Employer Orientation Card

The Employer Orientation Card represents an example of promotional materials which can be distributed by mail to local employers. The card explains the purpose of the placement program, its primary goal, and how it can benefit the employer. The enclosed detachable business card provides information about the staff of the placement project in the high school.

Put S.P.A.C.E. to work for YOU!

S.P.A.C.E.
Student Placement and Counseling Effort

FRONT

S.P.A.C.E. has students for JOBS!

The purpose of the Student Placement and Counseling Effort is to provide both career planning and placement assistance to students who are leaving high school and are either continuing their education or are entering the labor market. The primary goal of the S.P.A.C.E. office personnel is to make the students' transition from high school to post high activity as smooth and rewarding as possible.

The S.P.A.C.E. office can save you time because:

- Our students want to work.
- Our students know their own abilities.
- Our students know your company.
- Our students know how to apply.
- Our students are referred only if they are qualified.

Contact:

S.P.A.C.E.

Student Placement and Counseling Effort

Rod Hobson — Placement Director
Mel Friske — Placement Counselor

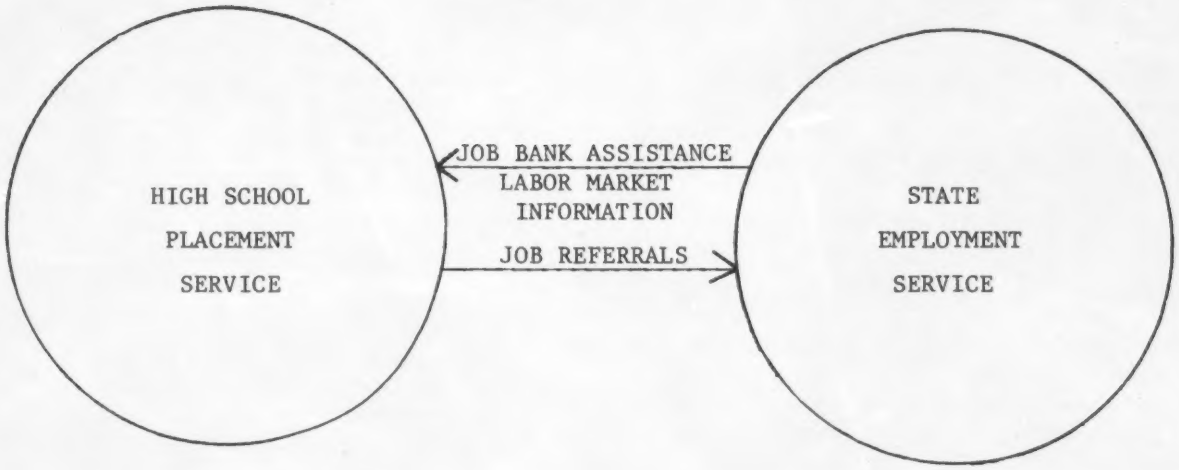
Stillwater Senior High School
1018 South First St.
Stillwater, Minnesota 55082 (612) 439-7260

BACK

C.8 Flow Chart of Relationship between Local Schools Placement Service and State Employment Office

The flow chart emphasizes the interaction of the high school placement service with the State Employment Service. Specifically, the flow chart indicates that the high school placement service refers students to the State Employment Service for job placement, while the latter provides job bank and labor market information. In order to better coordinate its placement efforts, the high school service director should initiate a meeting whereby possible cooperative activities can be planned.

FLOW CHART: WORKING RELATIONSHIP BETWEEN SCHOOL PLACEMENT SERVICE AND STATE EMPLOYMENT SERVICE



APPENDIX D

Faculty Preparation Materials

D.1 Faculty Activity Survey

This survey is used to collect information about teaching activities among faculty members to identify those performing placement related functions. The questionnaire emphasizes cooperation between teaching staff and placement service staff while designating areas of duplication.

PRESENT ACTIVITY INVENTORY

1. Department Title:_____ 2. Date_____

3. Name of Department Head_____

4. Number of Teachers in the Department_____

5. Please check each area in which your department has given assistance and/or instruction to students during the last year.

(1) _____Selecting a job of interest.
(2) _____Finding a job vacancy.
(3) _____Applying for a job.
(4) _____Completing a job interview.
(5) _____Selecting an area of interest to study.
(6) _____Selecting a school.
(7) _____Financing going to school.
(8) _____Applying for admission to school.
(9) _____Other types of placement skills:_____
(specify)
(10) _____Other types of placement skills:_____
(specify)
(11) _____ None

6. If members of the department assisted and/or instructed students in selecting a job of interest, answer the following questions.

(1) How many teachers were involved?_____
(2) List the teacher's names_____
_____
_____
_____
(3) Give the total amount of time spent by teachers in this area. _____hours.
(4) Was any of this assistance given outside of the school setting? ____Yes ____No.
(5) How many students were involved in this area of assistance and/or instruction.
_____
(6) Give a description of the activities done in the area of selecting a job of interest. (Include whether or not instruction was individual or group oriented. Did teacher cooperate with counseling staff in this area?)
_____
_____
_____
_____
(7) Will these activities be continued this year? ____Yes ____No

7. If members of the department assisted and/or instructed students in finding a job vacancy, answer the following questions.

(1) How many teachers were involved?_____

(2) List the teacher's names._____

_____

_____

_____

(3) Give the total amount of time spent by teachers in this area. _____hours.
(4) Was any of this assistance given outside the school setting? ____Yes ____No.
(5) How many students were involved in this area of assistance and/or instruction.

_____

(6) Give a description of the activities done in the area of finding a job vacancy. (Include whether or not instruction was individual or group oriented. Did teachers cooperate with counseling staff in this area?)

_____

_____

_____

_____

(7) Will these activities be continued this year? ____Yes ____No

8. If members of the department assisted and/or instructed students in applying for a job, answer the following questions.

(1) How many teachers were involved?_____

(2) List the teacher's names_____

_____

_____

_____

(3) Give the total amount of time spent by teachers in this area. _____hours.
(4) Was any of this assistance given outside the school setting? ____Yes ____No
(5) How many students were involved in this area of assistance and/or instruction.

_____

(6) Give a description of the activities done in the area of applying for a job. (Include whether or not instruction was individual or group oriented. Did the teacher cooperate with the counseling staff in this area?)

_____

_____

_____

_____

(7) Will these activities be continued this year? ____Yes ____No

9. If members of the department assisted and/or instructed students in completing a job interview, answer the following questions.

(1) How many teachers were involved?_____

(2) List the teachers' names_____

_____

_____

_____

(3) Give the total amount of time spent by teachers in this area. _____hours.
(4) Was any of this assistance given outside the school setting? ____Yes ____No
(5) How many students were involved in this area of assistance and/or instruction?

_____

(6) Give a description of the activities done in the area of completing a job interview. (Include whether or not instruction was individual or group oriented. Did the teachers cooperate with counseling staff in this area?)

_____

_____

_____

_____

(7) Will these activities be continued this year? ____Yes ____No

10. If members of the department assisted and/or instructed students in selecting an area of interest to study, answer the following questions.

(1) How many teachers were involved?_____

(2) List the teachers' names_____

_____

_____

_____

(3) Give the total amount of time spent by teachers in this area. _____hours.
(4) Was any of this assistance given outside of the school setting? ____Yes ____No
(5) How many students were involved in this area of assistance and/or instruction.

_____

(6) Give a description of the activities done in the area of selecting a school. (Include whether or not instruction was individual or group oriented. Did the teachers cooperate with counseling staff in this area?)

_____

_____

_____

_____

(7) Will these activities be continued this year? ____Yes ____No

11. If members of the department assisted and/or instructed students in financing going to school, answer the following questions.

(1) How many teachers were involved?_____

(2) List the teacher's names_____

_____

_____

_____

(3) Give the total amount of time spent by teachers in this area. _____hours.
(4) Was any of this assistance given outside the school setting? ____Yes ____No.
(5) How many students were involved in this area of assistance and/or instruction?

_____

(6) Give a description of the activities done in the area of financing going to school. (Include wheter or not instruction was individual or group oriented. Did the teachers cooperate with counseling staff in this area?)

_____

_____

_____

_____

(7) Will these activities be continued this year? ____Yes ____No

12. If members of the department assisted and/or instructed students applying for admission to school, answer the following questions.

(1) How many teachers were involved?_____

(2) List the teacher's names_____

_____

_____

_____

(3) Give the total amount of time spent by teachers in this area. _____hours.
(4) Was any of this assistance given outside the school setting? ____Yes ____No
(5) How many students were involved in this area of assistance and/or instruction?

_____

(6) Give a description of the activities done in the area of applying for admission to school. (Include whether or not instruction was individual or group oriented. Did the teachers cooperate with counseling staff in this area?)

_____

_____

_____

_____

(7) Will these activities be continued this year? ____Yes ____No

13. If members of the department assisted and/or instructed students in other types of placement skills, answer the following questions.

(1) How many teachers were involved?_____

(2) List the teacher's names_____

_____

_____

_____

(3) Give the total amount of time spent by teachers in this area._____hours.
(4) Was any of this assistance given outside the school setting? ____Yes ____No
(5) How many students were involved in this area of assistance and/or instruction?
_____

(6) Give a description of the activities done as other types of placement skills. (Include whether or not instruction was individual or group oriented. Did the teachers cooperate with counseling staff in this area?)

_____

_____

_____

_____

(7) Will these activities be continued this year? ____Yes ____No

14. If members of the department assisted and/or instructed students in other types of placement skills, answer the following questions.

(1) How many teachers were involved?_____

(2) List the teacher's names_____

_____

_____

_____

(3) Give the total amount of time spent by teachers in this area_____hours.
(4) Was any of this assistance given outside the school setting? ____Yes ____No
(5) How many students were involved in this area of assistance and/or instruction?

_____

_____

_____

_____

(6) Give a description of the activities done as other types of placement skills. (Include whether or not instruction was individual or group oriented. Did the teachers cooperate with counseling staff in this area?)

_____

_____

_____

_____

(7) Will these activities be continued this year? ____Yes ____No

D.2 Faculty Suggestion Sheet

The function of a "Faculty Suggestion Sheet" is to solicit faculty recommendations in improving the activities of the placement assistance service. The faculty can provide valuable input as to how the placement service staff can aid them in their school-related activities. This suggestion sheet should be readily available in strategic locations in the high school throughout the year.

FACULTY SUGGESTION SHEET

Dear Faculty Member,

In order that we may better coordinate our placement service activities with your school-related duties, we are asking you to complete this suggestion sheet. Any and all of your comments would be appreciated, particularly those that address these questions:

1. What placement-related efforts can we (the placement service staff) undertake which will be of assistance to you?
2. Have our activities to date encouraged you to work closer with our staff?
3. How can we better work together to aid students in educational or employment placement?

_____

(Placement Director's Signature)

D.3 Referral Form to School Faculty

A referral to school faculty members enlists their cooperation in placement activities with the placement service staff. The form introduces the student and the nature of his/her educational or employment related concern, and recognizes that faculty members may be valuable resources for a placement service. A key ingredient in student referrals to faculty is the placement staff's awareness of the experiences and backgrounds of other school faculty members.

REFERRAL TO SCHOOL FACULTY

DATE_____

TO:

DEPARTMENT:

This student, (full name of student), is being referred to you for placement-related assistance because of your potential as a resource person. Specifically, (first name of student) is requesting information relative to (type of placement-related assistance). We would appreciate any assistance you might provide including the names of other potential resource persons. Thank you for your help.

(Placement Director's Signature)

APPENDIX E

Materials Related to Preparation Stage for Students

E.1 Student Needs Survey

The Placement and Counseling Assistance Questionnaire is designed as a needs assessment instrument for seniors and possible early leavers. Its intent is to gain initial information about students which will be relevant for either employment or educational placement. This particular form was constructed for individual or large group administration.

PLACEMENT AND COUNSELING ASSISTANCE QUESTIONNAIRE

1. Name: Mr. / Ms. _____ _____ _____
(first) (middle initial) (last)

2. Address: _____ _____ _____ _____
(street or rural rt.) (city) (state) (zip)

3. Telephone number: _____

4. Today's date: _____

5. Are you working now?
(1) _____yes → If yes: How many hours per week? _____30 or more _____ less than 30
(2) _____no

What kind of job do you have? _____
(For example: store clerk)

6. At this time, what do you see yourself doing in October 1975?
(check as many as fit your plans)

(1) _____paid job, full-time
(2) _____paid job, part-time
→ If either (1) or (2) is checked, list the employer if known:

_____

(3) _____homemaking
(4) _____military
(5) _____school, full-time
(6) _____school, part-time
→ If either (5) or (6) is checked, indicate type of school below:

(1) _____vocational-technical institute
(2) _____junior college
(3) _____college or university
(4) _____other

If known, list the name of the school:

_____

(7) _____other activity:

_____
(specify)

(8) _____don't know

7. If you are planning to get a paid job after leaving high school, would you like help in:

(1) Selecting a job of interest? _____yes _____no
(2) Finding a job vacancy? _____yes _____no
(3) Applying for a job? _____yes _____no
(4) Completing a job interview? _____yes _____no

8. If you are planning to continue in school after leaving high school, would you like help in:

(1) Selecting an area of interest to study? _____yes _____no
(2) Selecting a school? _____yes _____no
(3) Financing going to school? _____yes _____no
(4) Applying for admission to school? _____yes _____no

9. If you checked "yes" to any item in Question 7 or 8 above, or have other questions about future jobs or schools, maybe the Student Placement and Counseling Effort (S.P.A.C.E.) can help! You may contact the S.P.A.C.E. office Now if you have questions. Otherwise, list a time when we can make an appointment to see you.

Independent Study Period _____
or (Hour) (Days of Week)
Free Hour: _____
(Hour) (Days of Week)

****

IMPORTANT - PLEASE READ

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Student Signature: _____ Date: _____

E.2 File Activation Request

The purpose of the "File Activation Request" is to gather information required to start a placement file for a particular student. To be completed by each student requesting assistance by the placement office, the form should be placed in a file folder, labelled with the student's name, and filed alphabetically for future reference.

FILE ACTIVATION REQUEST

1. Name: _____
(first) (middle) (last)

2. Date _____

3. Sex: _____ Male _____ Female

4. Home Room _____ Teacher: _____

5. Guidance Counselor: _____

6. Do you have a Social Security Number? _____ Yes _____ No

7. Are you Now employed? _____ No _____ Yes

If Yes, is your present job _____ part time _____ full time

Name of Employer: _____

Job Title: _____

8. Do you want assistance in

_____ Going to School _____ Getting a Job _____ Don't Know Yet.

9. What times do you have available for an interview with the placement office?

Hour	Day of Week
_____	_____
_____	_____

10. Comments:

_____

_____

_____

_____

_____

_____

****

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****

Signed _____ Date _____

E.3 Student Information Form

The "Student Information Form" is used to summarize information from a student's school records, and should be filled out for each student who completes a "File Activation Request." This form is to be placed in the student's permanent placement file.

Date_____

STUDENT INFORMATION

FAMILY DATA

1. Father's Name:_____

2. Highest Grade Completed: 1 2 3 4 5 6 7 8 9 10 11 12 (High School) 1 2 3 4 (Voc.) 1 2 3 4 5 6 (Coll. or Univ

3. Present Occupation:_____

4. Mother's Name:_____

5. Highest Grade Completed: 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 1 2 3 4 5 6

6. Present Occupation:_____

TEST DATA

Name of Test	Date Given	Results

PERSONAL DATA

Language Spoken at Home:_____

Economic Status:_____

Handicaps:_____

Health Status:_____

Other:_____

OTHER INFORMATION

Note: Also get a copy of the student's transcript.

APPENDIX F

External Group Preparation Materials

F.1 Employer Description Form

The Employer Description form acts as a needs assessment instrument by assembling basic information about local employers for use by the placement director. It also acts as a method for registering those employers indicating a desire to work with the placement service. It is intended that the form be completed by the placement director in an interview with the employer, and it is anticipated that the exact size of the employing firm may necessitate modifying the nature of the form.

Employer Description

1. Name of Firm:_____ 2. Date:_____

3. Address of Firm:_____

4. Contact Person:_____

   Address:_____

   Telephone Number:_____

5. Person Who Does Hiring:_____

   Address:_____

   Telephone Number:_____

6. Industry Classification of Employer (check most appropriate):

(1)_____Ag, Forestry, Fisheries	(7)_____Fin., Ins., Real Est.
(2)_____Mining	(8)_____Bus/Repair Services
(3)_____Construction	(9)_____Personal Services
(4)_____Manufacturing	(10)_____Entertainment/Recreation
(5)_____Trans/Comm/Pub Utilities	(11)_____Prof/Related
(6)_____Wholesale/Retail Trade	(12)_____Public Adm. Service

7. Number of Employees: Full-time_____ Part-time_____ Total_____

8. Number of Shifts:_____ Notes:_____
   (i.e., time schedules)

9. Other Information:_____

10. Occupations Requiring High School Education or Less for Entry:

	Present Present No. Full-Time	Present Present No. Part-Time	Av. No. Hired Yearly Full-Time	Av. No. Hired Yearly Part-Time	Wage Range
(1) PROFESSIONAL and TECHNICAL					
_____					
_____					
(2) MANAGERS and ADMINISTRATORS					
_____					
_____					
(3) SALES WORKERS					
Sales clerks					
Salesmen					
_____					
_____					
_____					
(4) CLERICAL WORKERS					
Secretaries					
Cashiers					
Telephone operators					
_____					
_____					
_____					
(5) CRAFTSMEN					
Carpenters					
Machinists					
Auto mechanics					
_____					
_____					
_____					
(6) OPERATIVES					
Assemblers					
Gas station attendants					
Welders					
Truck driver					
_____					
_____					
_____					
_____					
(7) LABORERS					
Construction laborers					
Stock handlers					
_____					
_____					
_____					
(8) FARMERS					
Farmers					
Farm laborers					
_____					
_____					
(9) SERVICE WORKERS					
Janitors					
Cooks					
Food counter and fountain workers					
Waiters and waitresses					
Nursing aides					
_____					
_____					
_____		96			

F.2 Educational Institution Description Form

The "Educational Institution Description" form functions as a basic checklist of information about area post-secondary institutions. It was designed to provide an outline of appropriate questions which may be modified based on student needs. The information can be obtained through interview, telephone contact or from an institutional catalog.

EDUCATIONAL INSTITUTION DESCRIPTION

1. Name of School:_____ 2. Date:_____

3. Address of School:_____

4. Name of Admission's Officer, Recruiter, or Representative:

_____
(first) (last)

Address:_____ _____ _____ _____
(street) (city) (state) (zip)

Telephone number:_____

5. Name of School's Counselor:_____
(first) (last)

Address:_____ _____ _____ _____
(street) (city) (state) (zip)

Telephone number:_____

6. Admission Qualifications (Diploma, GED, G.P.A., test scores, residence requirements, or numbers of students to be admitted):_____

_____

7. Program Cost (Tuition, lab fees, costs of materials, or other instructional costs):

_____

8. Dates for Program Application:_____

_____

9. Dates for Program Start and Finish:_____

_____

10. School's Catalog Available (Pick up catalog, if not available ask admission's officer, recruiter, or representative to list the courses or areas of study offered by the educational institution):

_____ _____

_____ _____

_____ _____

_____ _____

11. Additional Information (May include questions pertaining to work study, student activity programs, housing, advanced standing, student regulations, etc.):

_____

_____

_____

_____

_____

_____

_____

F.3 Placement Service Goals

The list of goals of the secondary school placement project should be discussed with area employers at the time of the initial interview. Besides clarifying the role of the placement and counseling services in high schools, these discussions can facilitate cooperation and support from local employers.

IMPACT GOALS OF THE SECONDARY SCHOOL PLACEMENT PROJECT

As a result of the implementation of the placement project, within each participating school:

1. All students will have the skills required to seek the job or post secondary education of his choosing.
2. All students will be knowledgeable about careers and career choice options.
3. All students will be aware of the dynamic nature of the career decision making process.
4. All students will have a positive attitude towards work and/or continuing education.
5. All students will be satisfied with and satisfactory in their high school program.
6. All students will make realistic career choices.
7. All students will demonstrate a committment to either further education or employment after high school.
8. All students will be knowledgeable about and have a positive attitude towards the secondary school placement service.
9. Teachers, parents and members of community groups will be knowledgeable about and have a positive attitude towards the placement service.
10. Students will be more aware of their own development as related to career choices.
11. The unemployment rate among terminal students will be lowered.
12. The post secondary education participation rate among terminal students will be increased.
13. The dropout rate will be lowered.
14. Terminal students will be more satisfied with their initial career choices (job or school).
15. Terminal students will be more satisfactory in their initial career choices.

BASIC GOALS OF THE SECONDARY SCHOOL PLACEMENT PROJECT

The project will be designed to:

1. Identify and specify a model for Career Placement Services at the secondary school level.
2. Design procedures and physical materials required to implement Career Placement Services in selected secondary schools.
3. Implement and monitor procedures in four selected secondary schools.
4. Evaluate the processes designed and materials developed for implementing Career Placement Services.
5. Evaluate the impact of the Career Placement Service in the four participating schools.

APPENDIX G

Introduction to Job Seeking Skills Package

for Faculty Implementation

This introduction page was extracted from a guide designed to provide job seeking skills instruction for all high school students. It was constructed for maximum flexibility in terms of method of use (classroom, workshops, etc.) and staff providing instruction (teachers, counselors, etc.).

Source: Krusemark, Fred D. Jr. and Leske, Gary W. Finding Your Best Job: An Instructional Guide for Job Seeking Skills, Minnesota Research Coordinating Unit for Vocational Education, Department of Vocational and Technical Education, University of Minnesota, Minneapolis, Minnesota, January 1977.

Introduction

As evidenced by the growing abundance of books and manuals on how to get a job, there is an increasing demand for new ideas and models of job seeking skills instruction, particularly for young people. The material that follows is an instructional guide for teachers or counselors wishing to provide job seeking skills instruction.

The authors believe this instructional guide is unique in several ways. The model of job seeking presented in this guide is quite comprehensive. It not only addresses the skills related to securing a job, but also addresses skills related to selecting one's first career job. The second set of skills is included because they are so crucial to the success of one's job search.

The presented model of job seeking contains both idealistic and realistic elements. This model may be viewed as idealistic since it exhorts young persons to take the best possible starting job--one which will be the most satisfying and rewarding. This idealism is stressed both in the job selection processes and in the actual job search. However, this idealism is tempered with necessary realistic limitations. The job to be sought must be one which the person has a realistic chance of securing. The job must be currently available and the person must be able to satisfy the minimum worker requirements of the job desired. Though persons are shown ways to negotiate for the best possible job offers, it is clearly pointed out that job offer negotiation may not be appropriate or even possible in many cases.

Unlike many other instructional materials on job seeking skills, this guide is not an instructional "cookbook" which requires only that users carefully follow the given instructions. As exemplified in the provided lesson guides and sample test items, this guide provides instructors with an "open-ended" approach to teaching job seeking skills. Obviously, no two students or classes are exactly alike. Rather than trying to propose instructional methods which would be appropriate to all students (an inappropriate, if not impossible task), this guide is designed to encourage instructors to adapt the suggested lessons, worksheets and other teaching/learning activities to fit their unique situations. The instructional outline provided is intended as a springboard to assist instructors in planning and creating a meaningful learning experience for their students.

Obviously, job seeking skills instruction will be most appropriate and relevant for those students who will be seeking immediate, full time employment following high school and have no plans for further education. This instructional guide has been designed for primary use with such students. However, job seeking skills instruction may be appropriate and beneficial to students going directly to some form of post-secondary education or training. In this second situation, instructors may wish to make special adaptations of the provided instructional materials.

This instructional guide can be divided into three primary sections. The first section contains the content for job seeking skills instruction. The content is divided into five reading modules, each dealing with a certain stage of job seeking. The reading modules are inter-related in that each module builds upon preceding modules. The modules are written at the 12th grade reading level. Second person is used consistently throughout the modules in order to facilitate direct student reading of the content, if desired.

The second section contains twenty-one "lesson guides" which parallel the reading modules and serve as the instructional outline. These lesson guides provide only basic instructional guidelines: lesson objective, teaching time estimate, teaching ideas, critical learning activities, etc. These lesson guides can be easily adapted for a variety of instructional strategies (e.g., regular class, special workshop, independent study).

The third section consists of 110 sample test items. These items are intended to assist in the planning and/or evaluation of job seeking skills instruction. These items are presented as a sample of possible test items, which instructors may use or modify as they see fit.

APPENDIX H

Materials for Implementation Stage for Students

H.1 Employment Placement Information Form

During the placement planning interview, the placement director or counselor completes the "Employment Placement Information Form" (or Educational Form) for each high school leaver (interviewee). It provides a brief synopsis of the students' present skill level relative to job procurement, and placement-related preferences.

Date_____

EMPLOYMENT PLACEMENT INFORMATION

Name_____ Home Room_____

1. What kind of work would you like to do?

____ I don't know yet

____ (1)_____

____ (2)_____

____ (3)_____

2. How much time do you want to work?

____ (1) Part time_____ (Hours)

____ (2) Full time

3. When would you be available to start?

_____ (Date)

4. Are you looking for a permanent or temporary job?

____ (1) Permanent

____ (2) Temporary

5. Geographically, where would you like to work?

_____

6. What is the starting wage/salary you expect?

_____

7. Have you ever completed an application form?

_____ Yes _____ No

Have you ever had a job interview?

_____ Yes _____ No

8. How will you find out about job openings?

(1)_____

(2)_____

(3)_____

9. Have you ever worked before?

____Yes ____No

____Part time ____Full time

10. List all past jobs:

_____

_____

_____

_____

_____

LIST YOUR SPECIFIC JOB RELATED SKILLS.

LIST AT LEAST THREE REFERENCES WHO KNOW YOU.

****

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Student Signature____ _____ Date_____

H.2 Educational Placement Information Form

Those students identified as needing educational placement assistance should complete this form during the placement planning interview. The purpose of this form is to inform the placement counselor or director of the students' educational plans and preferences after high school.

Date_____

EDUCATIONAL PLACEMENT INFORMATION

Name_____ Home Room_____

1. In what areas do you plan to pursue studies after leaving high school?

   _____(1)_____

   _____(2)_____

   _____(3)_____

   _____(4) I don't know.

2. Do you plan to go to school full or part time?

   _____(1) Part time

   _____(2) Full time

3. What type of school do you plan to attend?

   _____(1) Area Vocational-Technical Institutes:_____

   _____(2) Jr. College:_____

   _____(3) College or University:_____

   _____(4) Apprenticeship:_____

   _____(5) Other:_____

4. Have you applied for admission to the schools? _____Yes _____No

5. Have you been notified of admission? _____Yes _____No _____Don't know yet.

   How will you finance going on to school?

   _____(1) I don't know.

   _____(2) I will use these sources.

   a._____

   b._____

   c._____

****

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****

Student Signature_____ Date_____

H.3 Summary of Placement Assistance Questionnaire

As the placement director or counselor conducts placement planning interviews with designated students, it is important that a summary of all student responses to the needs assessment instrument be maintained. This Summary Form provides a comprehensive and accessible record of each student's plans and placement needs in the form of a readily decipherable roster.

SUMMARY OF PLACEMENT AND COUNSELING ASSISTANCE QUESTIONNAIRE

SCHOOL: _____

(1) DATE: _____

(2) STUDENTS NAME	(3) WORKING		(4) PLACEMENT PLANS								(5) JOB NEEDS				(6) EDUCATION NEEDS				(7) COMMENTS
	Yes	No	Job f.t.	Job p.t.	Hmkr.	Mil.	Sch. f.t.	Sch. p.t.	Other	Dn't know	Sel. job	Find job	Job app.	Job Invw	Stdy area	Sel. sch.	Fin. Sch.	App. Sch.	

H.4 Mock Interview Newspaper Article

This newspaper article provides evidence of mock interviews used to evaluate students interviewing skills. These simulation exercises are conducted by actual personnel directors and managers to assess student progress. Interviewing skills, as well as other job-seeking skills need to be evaluated in the implementation stage of placement-related assistance.

Job Interviews Just Practice

By JIM HUGO
Tribune Staff Writer

KIESTER — If they flubbed the interview they didn't lose the job, but then, even if they did well they weren't hired. It was all for practice.

"For a lot of kids, this is their first interview," said counselor John Overson. "It's a good time to make mistakes."

The kids were 26 Kiester-Walters High School seniors who gathered in the gym Monday to present their cred-entials and apply for "jobs."

Critiquing their performances in the 30-minute interviews were eight employers from various fields. One was Cecil Mulholland from the Albert Lea Area Vocational Technical Institute, who found the students well-versed but "somewhat nervous."

They were well-versed because Monday's experience was the end of seven weeks of job-seeking training, and nervous because, as Overson said, "We try to make it as realistic as possible for them."

The formula has worked, according to placement figures. Last year, all 70 of the students looking for full-time employment were placed, and more jobs were open.

These students weren't from Kiester, though, because this is the first year the program has been tried here. Last year's success at Alden and Mapleton impressed the school administrators enough to try it, project leader Walt Wolff said.

Wolff and Overson work for the State of Minnesota, in a pilot program called Student Placement and Counseling Effort (SPACE). SPACE has its offices in Wells, at the Southern Minnesota Cooperative Center.

Through the program, Overson has been counseling and teaching in each of the center's five member schools one day a week.

Meanwhile, Wolff looks for jobs. He said he has good contacts with employers which high school counselors can't get because, "They have to be there all the time."

"There are about 200 employers I call on periodically about employment prospects," he said. Overson finds what the kids are interested in, and Wolff finds jobs to match that.

"I think they're doing a great job," said Kiester social studies teacher Waldo Platte. Platte and Overson have team-taught the job-seeking unit.

They do the same work for the member schools: Alden, Wells, Mapleton and Freeborn.

Freeborn, in fact, will have the same type of interviewing day Wednesday morning. Alden will have its in February, and the other two will have their's in March or April, Wolff said.

Not all the interviewers are talking about jobs, though, because Wolff likes to have at least one person representing higher education. But one of the reasons there is a project at all is that there was nothing to help those students not interested in going on to college or a vocational school.

"We have counseled them for years. We help kids go to school, but not to work," he said, adding that 40-60 per cent of the high school graduates go to work.

SPACE is currently funded by state and federal monies, with a little help from the districts. But this year will be the end of that, and Wolff is hoping for legislative help. The cost this year is near $35,000, but it would be less next year because the program is contemplating cutting the counseling position and having the placement director do both jobs.

Wolff wasn't worried about that because the groundwork has been done, and placement efforts shouldn't take as long as they did.

Interviewers Monday were Greg Lange of Winnebago Industries, Mulholland of ALAVTI, Bill Bakey of Queen Products, Betty Ann Ogburn of St. Luke's Lutheran Home in Blue Earth, Terry Ankeny of Tafco Equipment, Blue Earth; Jim Olson of the State Employment Services office in Albert Lea; Donna Recker of Faribault County, and Bonnie Beckmann of Beckmann Implement and Appliances in Wells.

Freeborn will have people from the University of Minnesota Technical College-Waseca, E. F. Johnson in Waseca, a representative from Naeve Hospital, one from Wilson Foods, and one from Hinckley Chevrolet in Freeborn.

Wolff stressed that SPACE is not trying to take over the job of the state employment service.

"We service a select group—just students—and we try to work with (the state employment office)," he said. "They're helpful to us."

"We're trying to be flexible and help the kids wherever we can," he added.

SPACE is also working with students in Cass Rapids, Minneapolis Central and Stillwater high schools.

PRACTICE MAKES JOBS—Bill Bakey, employment manager at Queen Products (left), interviews Kiester-Walters High School senior Verla Obermeyer during the practice interview day Monday. (Tribune Photo)

H.5 Placement Request File Card

A Placement Request File Card is maintained in the placement filing system for each student who indicates a need for educational or employment placement, and who appears prepared for their specific choice. The card includes space for a record of referrals and results.

PLACEMENT REQUEST

SCHOOL Location	Home Address		Phone No.
Job Desired	Availability Date	F.T._____ P.T._____	Temp._____ Perm._____

REFERRAL RECORD

Date	Job Number	Status	Comments

H.6 Referral Card

A referral card to employment acts as an introduction of the student to the prospective employer. It should be completed by a staff member from the placement office and given to the student prior to the job interview.

INTRODUCTION CARD from
BROWARD COMMUNITY COLLEGE

Placement Office
581-8700

Date:_____

Job #_____

To:_____

Address:_____

Contact:_____

Phone Number:_____

Appt. Time:_____

Introducing:_____

For Position of:_____

EMPLOYER: Please complete appropriate item below and RETURN THIS CARD to us promptly. Thank you_____

☐ Hired. Date started work_____

☐ Not Hired.

☐ Application taken for future consideration.

Interviewer_____

In the interest of improving our service to you, we invite your comments below:

_____

_____ _____

Employers Signature Date

Source: Broward Community College
Fort Lauderdale, Florida

H.7 Follow-Through Card

The Follow-Through card serves to inform the placement service staff of the results of employment or educationally related placement assistance rendered to specific students. Besides providing information about a particular student referral, the follow-through effort enables the staff to better prepare students as future referrals. The double post-card style is recommended for the Follow-Through Card, since it can be easily detached and returned to the placement service after completion.

Placement Assistance
Follow-Through Card

Dear Sir:

Recently you formally registered with our high school placement service. As a result, we referred _____ (Name of Student) on _____ (Date) for _____ (Type of Referral). In an effort for us to upgrade our records, could you assist us by furnishing the following information relative to that referral. It is our position that this follow-through procedure is valuable in continuing to fulfill your current educational or employment needs, as well as maintaining our committment to our students.

After completing the questions, simply tear off the pre-addressed and pre-stamped card and drop it in the mail. Thank you for your cooperation.

Sincerely,

Placement Director

Placement Assistance
Follow-Through Card

Student's Name_____ Date_____

1. Type of placement assistance. Educational____ Employment____
2. Results of referral: Hired____ Not Hired____
   Admitted____ Not Admitted____
   Other_____
3. If Employment: Job Title_____ Starting Salary_____
4. Reason for disposition_____
   _____
5. Advice for this referral and/or subsequent referrals_____
   _____
6. Employer or Educational Institution:
   Name_____
   Location_____
   Your Name and Title_____

APPENDIX I

External Groups Implementation Materials

The "Vacancy Notice Card" represents a method of establishing a record of employment opportunities. It is designed for use with the "Placement Request Card" to develop a comprehensive placement file by which students can be cross-referenced with job vacancies.

VACANCY NOTICE

Code_____

Name of Firm		Job Title	No. of Openings
Address		Hours	F.T._____ P.T._____
Hiring Official	Phone	Wage/Salary	Temp._____ Perm._____

Job Description:

Specific Requirements:

Taken By	Date	Closing Date	Comments

120.

REFERRAL DATA

Date	Name	Job Offered		Job Taken	
		Yes	No	Yes	No

Comments:

121

APPENDIX J

Faculty Evaluation Materials

J.1 Suggestion Box Form

While the "Faculty Suggestion Sheet" attempts to identify the existing relationship of faculty members and placement service staff, a suggestion box form acts as a process evaluation device. To address the wide range of possible suggestions by faculty, an open-ended format is recommended.

FACULTY SUGGESTION BOX FORM

TO: All High School Faculty

FROM: Placement Service Staff

Please make any suggestions relevant to improving the effectiveness of the school placement assistance service below. We are most interested in your evaluation of our placement-related activities, including career counseling, career resource materials, job seeking skills instruction, assistance in career planning, etc. Thank you for your interest.

COMMENTS:

J.2 Placement Staff Process Evaluation Forms

The "Weekly Tally Sheet" and "Monthly Report Form" represent process evaluation instruments designed to specify the ongoing tasks and activities of the placement project's staff. Essentially the forms are completed by the counselors and director of the placement project, such that the results provide guidance on how and where subsequent efforts may be directed. A specific set of guidelines for their use has also been devised.

(SITE USE ONLY -- DO NOT SUBMIT)

S.P.A.C.E. WEEKLY TALLY SHEET

		WEEK 1 2 3 4 5 (circle one)	WEEKLY TOTAL
I. The number of STUDENTS:			
A. Awareness and Preparation Phase			
1. informed of S.P.A.C.E. services for the first time this year	1		
2. complete "Student Needs/Plans Survey"	2		
3. identified (thru survey) as needing S.P.A.C.E. services	3		
4. registered (on roll) at S.P.A.C.E. office	4		
5. identified as actual and potential dropout	5		
6. who as alumni are returning for assistance	6		
B. Implementation Phase			
7. weekly visiting S.P.A.C.E. office	7		
*8. receiving job seeking skills instruction	8		
*9. receiving job coping skills instruction	9		
*10. recieving career counseling	10		
11. referred to other school faculty/staff	11		
12. receiving formal placement/referral interviews	12		
13. referred to Minnesota Employment Services	13		
14. referred to specific job openings	14		
15. referred to employers with possible job openings	15		
16. placed in full-time job	16		
17. placed in part-time job	17		
18. listing part-time or full-time jobs with S.P.A.C.E.	18		
*19. referred to post secondary education or training programs	19		
*20. placed in post secondary education or training programs	20		
C. Evaluation Phase			
21. recontacted (as follow thru) concerning immediate outcome of assistance given	21		
22. completing S.P.A.C.E. Student Evaluation Questionnaires	22		
23. returning 1976 Follow-Up Questionnaires	23		
II. The number of FACULTY:			
A. Awareness and Preparation Phase			
1. informed of S.P.A.C.E. for the first time this year	1		
2. completing survey/inventory of their placement activities	2		
3. recontacted about S.P.A.C.E.	3		
B. Implementation Phase			
4. referring students to S.P.A.C.E.	4		
5. visiting the S.P.A.C.E. office	5		
6. to whom you have referred students	6		
7. teaching job seeking or coping skills	7		
8. listing job openings with S.P.A.C.E.	8		
C. Evaluation Phase			
9. completing S.P.A.C.E. evaluation questionnaire	9		

*may need number from counseling staff

		WEEK 1 2 3 4 5 (circle one)	WEEKLY TOTAL
III.	The number of EMPLOYERS:		
	A. Awareness and Preparation Phase		
	1. informed of S.P.A.C.E. services for the first time this year	1	
	2. formally interviewed concerning their placement needs and job opportunities	2	
	3. completing the "Employer Information Form"	3	
	B. Implementation Phase		
	4. recontacted about possible job openings for students	4	
	5. actually listing job openings with S.P.A.C.E. for the first time	5	
	6. the number of job openings that the employers listed with S.P.A.C.E.	6	
	7. requesting referrals for the first time	7	
	8. taking referrals for the first time	8	
	9. who have hired referred students	9	
	10. cooperating with S.P.A.C.E. (e.g., guest speaker)	10	
	C. Evaluation Phase		
	11. recontacted as follow-up on student referrals	11	
	12. completing S.P.A.C.E. evaluation questionnaires	12	
IV.	The number of PARENTS:		
	A. Awareness and Preparation Phase		
	1. informed of S.P.A.C.E. for the first time this year	1	
	B. Implementation Phase		
	2. visiting the S.P.A.C.E. office	2	
	3. telephoning about available services	3	
	4. cooperating with S.P.A.C.E. (e.g., referring son/daughter, guest speaker, job listing or leads)	4	
	C. Evaluation Phase		
	5. completing S.P.A.C.E. evaluation questionnaires	5	
V.	The number of individuals in PROFESSONAL and CIVIC GROUPS:		
	A. Informed of S.P.A.C.E. for the first time this year	A	
	B. Cooperating with S.P.A.C.E.	B	
	C. Requesting further information about S.P.A.C.E.	C	
VI.	The number of individuals from the GENERAL PUBLIC:		
	A. Informed of S.P.A.C.E. through:		
	1. radio presentations/announcements	1	
	2. T.V. presentations/announcements	2	
	3. newspaper articles	3	
	4. mass mailings	4	
	B. Cooperating with S.P.A.C.E.	B	
	C. Requesting further information about S.P.A.C.E.	C	

NAME _____ SCHOOL _____

S.P.A.C.E. MONTHLY REPORT FORM

MONTH OF:

		1st Week	2nd Week	3rd Week	4th Week	5th Week	MONTHLY TOTAL
I.	The number of STUDENTS:						
	A. Awareness and Preparation Phase						
	1. informed of S.P.A.C.E. services for the first time this year	1					
	2. complete "Student Needs/Plans Survey"	2					
	3. identified (thru survey) as needing S.P.A.C.E. services	3					
	4. registered (on roll) at S.P.A.C.E. office	4					
	5. identified as actual and potential dropout	5					
	6. who as alumni are returning for assistance	6					
	B. Implementation Phase						
	7. weekly visiting S.P.A.C.E. office	7					
	*8. receiving job seeking skills instruction	8					
	*9. receiving job coping skills instruction	9					
	*10. recieving career counseling	10					
	11. referred to other school faculty/staff	11					
	12. receiving formal placement/referral interviews	12					
	13. referred to Minnesota Employment Services	13					
	14. referred to specific job openings	14					
	15. referred to employers with possible job openings	15					
	16. placed in full-time job	16					
	17. placed in part-time job	17					
	18. listing part-time or full-time jobs with S.P.A.C.E.	18					
	*19. referred to post secondary education or training programs	19					
	*20. placed in post secondary education or training programs	20					
	C. Evaluation Phase						
	21. recontacted (as follow thru) concerning immediate outcome of assistance given	21					
	22. completing S.P.A.C.E. Student Evaluation Questionnaires	22					
	23. returning 1976 Follow-Up Questionnaires	23					
II.	The number of FACULTY:						
	A. Awareness and Preparation Phase						
	1. informed of S.P.A.C.E. for the first time this year	1					
	2. completing survey/inventory of their placement activities	2					
	3. recontacted about S.P.A.C.E.	3					
	B. Implementation Phase						
	4. referring students to S.P.A.C.E.	4					
	5. visiting the S.P.A.C.E. office	5					
	6. to whom you have referred students	6					
	7. teaching job seeking or coping skills	7					
	8. listing job openings with S.P.A.C.E.	8					
	C. Evaluation Phase						
	9. completing S.P.A.C.E. evaluation questionnaire	9					

*may need number from counseling staff

		MONTH OF:					
		1st Week	2nd Week	3rd Week	4th Week	5th Week	MONTHLY TOTAL
III.	The number of EMPLOYERS:						
	A. Awareness and Preparation Phase						
	1. informed of S.P.A.C.E. services for the first time this year	1					
	2. formally interviewed concerning their placement needs and job opportunities	2					
	3. completing the "Employer Information Form"	3					
	B. Implementation Phase						
	4. recontacted about possible job openings for students	4					
	5. actually listing job openings with S.P.A.C.E. for the first time	5					
	6. the number of job openings that the employers listed with S.P.A.C.E.	6					
	7. requesting referrals for the first time	7					
	8. taking referrals for the first time	8					
	9. who have hired referred students	9					
	10. cooperating with S.P.A.C.E. (e.g., guest speaker)	10					
	C. Evaluation Phase						
	11. recontacted as follow-up on student referrals	11					
	12. completing S.P.A.C.E. evaluation questionnaires	12					
IV.	The number of PARENTS:						
	A. Awareness and Preparation Phase						
	1. informed of S.P.A.C.E. for the first time this year	1					
	B. Implementation Phase						
	2. visiting the S.P.A.C.E. office	2					
	3. telephoning about available services	3					
	4. cooperating with S.P.A.C.E. (e.g., referring son/daughter, guest speaker, job listing or leads)	4					
	C. Evaluation Phase						
	5. completing S.P.A.C.E. evaluation questionnaires	5					
V.	The number of individuals in PROFESSONAL and CIVIC GROUPS:						
	A. Informed of S.P.A.C.E. for the first time this year	A					
	B. Cooperating with S.P.A.C.E.	B					
	C. Requesting further information about S.P.A.C.E.	C					
VI.	The number of individuals from the GENERAL PUBLIC:						
	A. Informed of S.P.A.C.E. through:						
	1. radio presentations/announcements	1					
	2. T.V. presentations/announcements	2					
	3. newspaper articles	3					
	4. mass mailings	4					
	B. Cooperating with S.P.A.C.E.	B					
	C. Requesting further information about S.P.A.C.E.	C					

J.3 Faculty Product Evaluation Questionnaires

The three enclosed surveys represent examples of the summative evaluation questionnaires designed for faculty members of the participating schools for a placement and counseling project. Completed near the end of each school year, the questionnaires attempt to assess the impact of the placement services on the faculty members placement-related activities, as well as their awareness of and interaction with the project and its staff. Data generated from the faculty evaluation questionnaire is crucial in the planning process.

S.P.A.C.E.

Student Placement and Counseling Effort

I. Responsiblilities:

Please check your position and area(s) of responsibility.

Position: Administrator___ Counselor___ Teacher___

Areas of Responsiblity:

Fine Arts____ Guidance or Counseling____ Health____ Language____

Math____ Physical Education____ Practical Arts____ Science____

Social Studies____ Vocational____ Other:_____

II. S.P.A.C.E. Services:

Please answer the following questions by checking the appropriate space (Yes, No, Unsure).

	Yes	No	Unsure
1. Should high schools provide services such as career counseling and placement assistance?	___	___	___
2. Are you aware of the Student Placement and Counseling Effort (S.P.A.C.E.) project in which your school is participating?	___	___	___
3. Have you talked with the S.P.A.C.E. staff in your school?	___	___	___
4. Have your referred students to the S.P.A.C.E. services?	___	___	___
5. Have you assisted or worked with the S.P.A.C.E. staff?	___	___	___
6. Has Project S.P.A.C.E. assisted you in any way?	___	___	___
7. Have you increased your activities in career counseling, career instruction and/or placement because of Project S.P.A.C.E?	___	___	___
8. Should the S.P.A.C.E. services be continued and/or expanded in your school?	___	___	___

(For section III, flip top sheet down)

FACULTY QUESTIONNAIRE

PURPOSE: This high school is currently participating in a project (S.P.A.C.E) which is developing comprehensive career guidance services. One aspect of the project was the establishment of school placement services. We are soliciting your help in evaluating the effectiveness of this specific service and would also like to know how beneficial this project has been to you. Your responses will be kept in strict confidence and will not be used or be made available for evaluation of your performance of duties.

DIRECTIONS: Please complete the three sections as completely and honestly as you can. Space is available below Section III for your comments. Flip this sheet down and start with Section I.

III. Impact of Project:

Listed below are services related to career counseling and placement. For each of the services, please indicate whether or not Project S.P.A.C.E. (or its staff) has caused you to increase the amount of each service you provide to students.

Services:

Assisting students:	Yes	No	Unsure
1. Deal with personal problems and concerns.	—	—	—
2. Increase interpersonal skills.	—	—	—
3. Choose the most appropriate post-high school activity (employment, college, vocational, apprenticeship, etc.)	—	—	—
4. Obtain information about educational programs.	—	—	—
5. Obtain information about military training programs.	—	—	—
6. Obtain information about apprenticeship programs.	—	—	—
7. Obtain information about job openings.	—	—	—
8. Develop job procurement skills, (preparing a personal data sheet, interviewing, etc.).	—	—	—
9. Apply for part-time jobs.	—	—	—
10. Apply for full-time jobs.	—	—	—
11. Apply for admission into a vocational school.	—	—	—
12. Apply for admission into an apprenticeship program.	—	—	—
13. Apply for admission into a military training program.	—	—	—
14. Apply for admission into a college or university.	—	—	—
15. Obtain financial aid for continuing education.	—	—	—

COMMENTS:

S.P.A.C.E.

Student Placement and Counseling Effort

I. Position and Responsibilities:

Please check (✓) your position and area(s) of responsibility.

Position:

Administrator___ Counselor___ Teacher___

Areas of Responsibility:

Fine Arts___ Guidance or Counseling___ Health___ Language___

Math___ Physical Education___ Practical Arts___ Science___

Social Studies___ Vocational___ Other:_____

II. S.P.A.C.E. Services:

Please answer the following questions by checking (✓) Yes, No, or Unsure.

	Yes	No	Unsure
1. Should high schools provide comprehensive career-related services including placement assistance?	___	___	___
2. Are you aware of Project S.P.A.C.E?	___	___	___

If you are aware of Project S.P.A.C.E., please answer the following questions. (If you are not, go to Section III.)

3. Have you talked with the school staff involved with Project S.P.A.C.E.?	___	___	___
4. Have you referred students to the S.P.A.C.E. staff?	___	___	___
5. Have you assisted or worked with the S.P.A.C.E. staff?	___	___	___
6. Has Project S.P.A.C.E. or its staff assisted you in any way?	___	___	___
7. Should the S.P.A.C.E. services be continued and/or expanded in your school?	___	___	___

Your Comments:_____

_____

_____

_____

(For Section III, flip top sheet down.)

Dear Faculty Member:

This high school is currently participating in the Student Placement and Counseling Effort (Project S.P.A.C.E.). One aspect of this project was the establishment of school placement services. To help us determine the usefulness of these new services (S.P.A.C.E. services), would you please respond to the questions on this form. Your responses will be strictly confidential and will not be used or made available for evaluation of your performance of duties.

Please complete all three sections as accurately and honestly as you can. Space is provided below Section II for comments you wish to make. Flip this sheet down for Section I.

III. Impact of Project S.P.A.C.E.

Listed below are a number of career-related services that you may have provided to students this past year. For each of these 15 services, please indicate whether or not Project S.P.A.C.E. (or its staff) has made any direct or indirect impact on your efforts in providing the service. If Project S.P.A.C.E. has either encouraged you to increase your efforts or assisted you in providing a service, check (✓) Yes. If Project S.P.A.C.E. definitely had no impact on your providing a service, check (✓) No. If a service is inappropriate for you to provide (i.e., someone else is or should), check (✓) N/A.

Career-Related Services:	Yes	No	N/A
Project S.P.A.C.E. had an impact on my helping students:			
1. deal with their "career-related" concerns.	___	___	___
2. better relate to other persons.	___	___	___
3. explore various career opportunities.	___	___	___
4. plan what to do after high school.	___	___	___
5. learn about various post-secondary schools and their entrance requirements.	___	___	___
6. find out about military training programs.	___	___	___
7. find out about apprenticeship programs.	___	___	___
8. identify various local job openings.	___	___	___
9. develop the skills needed to get satisfying jobs.	___	___	___
10. develop the skills needed to keep their jobs.	___	___	___
11. apply for full-time jobs (job referrals).	___	___	___
12. apply for part-time jobs (job referrals).	___	___	___
13. get into apprenticeship programs.	___	___	___
14. get into military training programs.	___	___	___
15. get into vocational schools.	___	___	___
16. get into 2 and 4 year colleges or universities.	___	___	___
17. obtain financial aid for continuing their education.	___	___	___

S.P.A.C.E.

Student Placement and Counseling Effort

I. Position:

Please check (✓) your position.

Administrator_____ Counselor_____ Teacher_____

II. S.P.A.C.E. Services:

Please answer the following questions by checking (✓) Yes, No, or Unsure.

	Yes	No	Unsure
1. Should high schools provide comprehensive career-related services including placement assistance?	___	___	___
2. Are you aware of Project S.P.A.C.E. and its job placement services to students?	___	___	___

If you are aware of Project S.P.A.C.E., please answer the following questions. (If you are not aware, go no further.)

3. Have you talked with the school staff involved with Project S.P.A.C.E.?	___	___	___
4. Have you referred students to the S.P.A.C.E. personnel?	___	___	___
5. Have you assisted or worked with the personnel of the S.P.A.C.E. project?	___	___	___
6. Has Project S.P.A.C.E. or its staff assisted you in any way or encouraged you to increase your placement or career related activities?	___	___	___
7. Have the activities generated by Project S.P.A.C.E. been generally helpful to students?	___	___	___
8. Should the activities initiated by Project S.P.A.C.E. be continued in your school?	___	___	___

Your Comments: _____

_____

_____

_____

(For Section III, flip top sheet down.)

Dear Faculty Member:

For the past three years, this high school has participated in the Student Placement and Counseling Effort (Project S.P.A.C.E.). The purpose of the project was to expand the school guidance and counseling program to provide expanded job counseling and placement services.

Because the project is in its final year of federal funding, your opinions concerning the worth of the expanded services will affect whether or not these services will be continued next year. Therefore, please complete the questionnaire by responding as candidly as possible. Space is provided in Section II for any comments you have. Your responses will be confidential and will not be used or made available for evaluation of your performance of duties.

II. Impact of Project S.P.A.C.E.

Listed below are a number of career counseling and placement services that you may have provided to students this past year. For each of these 15 services, please indicate whether or not Project S.P.A.C.E. (or its staff) has made any direct or indirect impact on your efforts in providing the service. If Project S.P.A.C.E. has either encouraged you to increase your efforts or assisted in you providing a service, check (✓) Yes. If Project S.P.A.C.E. definitely had no impact on your providing a service, check (✓) No. If a service is inappropriate for you to provide (i.e., someone else is or should), check (✓) N/A.

Career Counseling and Placement:

Project S.P.A.C.E. had an impact on my helping students:	Yes	No	N/A
1. deal with their "career-related" concerns.	___	___	___
2. better relate to other persons.	___	___	___
3. explore various career opportunities.	___	___	___
4. plan what to do after high school.	___	___	___
5. learn about various post-secondary schools and their entrance requirements.	___	___	___
6. find out about and get into military training programs.	___	___	___
7. find out about and get into apprenticeship programs.	___	___	___
8. identify various local job openings.	___	___	___
9. develop the skills needed to get satisfying jobs.	___	___	___
10. develop the skills needed to keep their jobs.	___	___	___
11. apply for full-time jobs (job referrals).	___	___	___
12. apply for part-time jobs (job referrals).	___	___	___
13. get into vocational schools.	___	___	___
14. get into 2 and 4 year colleges or universities	___	___	___
15. obtain financial aid for continuing their education.	___	___	___

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APPENDIX K

Evaluation Materials for Students

K.1 Student Evaluation Questionnaires

The Student Evaluation Questionnaire is designed as a product evaluation of the career counseling and placement services. Completed by all high school leavers in late April - early May, the questionnaire addresses the students opinions about the appropriateness of high school career-related services, their impact and usefulness, and which school personnel were the primary providers. The three versions of the questionnaire included here emphasize the need to modify them to correspond with the developmental stage of the placement program.

S.P.A.C.E.

Student Placement and Counseling Effort

I. Future Plans:
Please check (✔) the activity or activities you plan to be doing next October.

____Full-time job
____Part-time job
____Homemaking
____Military
____Apprenticeship
____School, full-time
____School, part-time
____Other_____
(List)

If you plan to go to school, check the type of school.

____Vocational Technical Institute
____Junior/Community College
____College or University
____Private Vocational School
____Other:_____
(List)

II. Opinions About Career Services:
Please answer the following questions by checking (✔) "Yes," "No" or "Unsure."

Should this high school:	Yes	No	Unsure
1. Assist students in selecting careers?	___	___	___
2. Teach students the skills needed to get the jobs they want?	___	___	___
3. Identify job opportunities for students?	___	___	___
4. Assist students in applying for jobs?	___	___	___
5. Assist students in continuing their education?	___	___	___

III. S.P.A.C.E. Services:
Please answer the following questions by checking (✔) "Yes," "No" or "Unsure."

	Yes	No	Unsure
1. Do you know about the services at the S.P.A.C.E. (Student Placement and Counseling Effort) office in your school?	___	___	___
2. Have you used any of the services at the S.P.A.C.E. office?	___	___	___

If you have used any of the services at the S.P.A.C.E. office, please answer the following questions.

3. Was the S.P.A.C.E. office convenient to use?	___	___	___
4. Were the services generally helpful?	___	___	___
5. Were the people in the S.P.A.C.E. office interested in your problems and concerns?	___	___	___
6. Should the services be continued next year?	___	___	___
7. Should more staff be added to the S.P.A.C.E. office?	___	___	___

STUDENT QUESTIONNAIRE

PURPOSE: Your high school is interested in providing students with the best possible career services. To help us determine which of these services are most useful, we need your help. Your responses will be kept in strict confidence and will in no way affect your grades or relationships with any school staff member.

DIRECTIONS: Do not write your name on this questionnaire. Please complete the four sections as completely and honestly as you can. Pen or pencil may be used in checking your responses. To begin, flip this sheet down and start answering the questions in Section I.

Thanks for your help!

IV. Career Services:

Listed below are services that were available at your high school that you may have used. We need to know who provided these services and how useful you feel these services were. In the spaces to the left, check (✔) who provided each service. In the spaces to the right, check (✔) the usefulness of each service. If you did not use a service or if no one helped you in a service area, check "Didn't Use."

Who Provided the Service? (check one or more)				Services	How Useful was the Service? (check only one)			
S.P.A.C.E. Staff	Counseling Staff	Teaching Staff	Other School Staff	The high school helped me:	Very	Slighlty	None	Didn't Use
___	___	___	___	1. Deal with my personal problems/concerns.	___	___	___	___
___	___	___	___	2. Better relate to other persons.	___	___	___	___
___	___	___	___	3. Plan what to do after leaving high school.	___	___	___	___
___	___	___	___	4. Find out about post-secondary schools and their various requirements.	___	___	___	___
___	___	___	___	5. Find out about military training programs.	___	___	___	___
___	___	___	___	6. Find out about apprenticeship programs.	___	___	___	___
___	___	___	___	7. Find out about job openings.	___	___	___	___
___	___	___	___	8. Learn the skills needed to get a job.	___	___	___	___
___	___	___	___	9. Apply for a full-time job.	___	___	___	___
___	___	___	___	10. Apply for a part-time job.	___	___	___	___
___	___	___	___	11. Get into a vocational school.	___	___	___	___
___	___	___	___	12. Get into a college or university.	___	___	___	___
___	___	___	___	13. Get into an apprenticeship program.	___	___	___	___
___	___	___	___	14. Get into a military training program.	___	___	___	___
___	___	___	___	15. Find money (scholarship, loans) for students wishing to continue their education.	___	___	___	___

COMMENTS:

S.P.A.C.E.

Student Placement and Counseling Effort

I. Future Plans:
Please check (✓) the primary activity you plan to be doing next October.

____Full-time job
____Part-time job
____Homemaking
____Military
____Apprenticeship
____School, full-time → If you plan to go to school, check the type of school.
____School, part-time →
____Other_____ (list)

____Vocational Technical Institute
____Junior/Community College
____College or University
____Private Vocational School
____Other: _____ (list)

II. S.P.A.C.E. Services:
Please answer the following questions by checking (✓) Yes, No, or Unsure.

1. Should this high school:	Yes	No	Unsure
a. Assist students in selecting careers?	___	___	___
b. Teach students the skills needed to get satisfying jobs?	___	___	___
c. Teach students the skills needed to keep or improve their jobs?	___	___	___
d. Identify job opportunities for students?	___	___	___
e. Assist students in applying for jobs?	___	___	___
f. Assist students in getting into apprenticeship programs?	___	___	___
g. Assist students in continuing their education?	___	___	___
2. Do you know about these services above available through the school S.P.A.C.E. office?	___	___	___
3. Have you used any of these S.P.A.C.E. services?	___	___	___

If you have used any of these services, please answer the following questions. (If not, go to Section IV.)

4. Was the S.P.A.C.E. office convenient to use?	___	___	___
5. Were the services generally helpful?	___	___	___
6. Were the people in the S.P.A.C.E. office interested in your problems and concerns?	___	___	___
7. Should the services be continued next year?	___	___	___
8. Should more staff be added to the S.P.A.C.E. office?	___	___	___

(For Section IV, flip top sheet down.)

Dear Students:

This high school is very interested in providing you with the best possible career-related services. During the last two years, new career-related services, called S.P.A.C.E. services, have been added. To help us determine which services are most useful for you, we would like you to answer the questions on this questionnaire.

Do not write your name on this questionnaire. Please answer the questions in all three sections. Your responses will be kept in strict confidence and will in no way affect your grades or relationships with any staff member. Please be as honest as possible because what you write down will be used! To begin, flip this sheet down and start answering the questions in Section I. THANKS FOR YOUR HELP!!

III. Career-Related Services

Listed below are 16 career-related services that should have been available for you to use. For each of these services, please check (✓) what staff provided you the service and how useful the service was. Start at the left of the list and indicate what type of staff (S.P.A.C.E., Counseling, or Teaching) most provided you the service. If you wanted a service but it was not available through any staff, check Not Available. After checking who provided you a service, check at the right how useful the service was -- Very, Some, or None. If you received a service that was useful for others but one that you didn't need, check Not Needed.

What Staff Provided the Service? (check only one)				Career-Related Services	How Useful Was the Service? (check only one)			
S.P.A.C.E. Staff	Counseling Staff	Teaching Staff	Not Available	Helping students:	Very	Some	None	Not Needed
____	____	____	____	1. deal with their "career-related" concerns.	____	____	____	____
____	____	____	____	2. better relate to other persons.	____	____	____	____
____	____	____	____	3. explore various career opportunities.	____	____	____	____
____	____	____	____	4. plan what to do after high school.	____	____	____	____
____	____	____	____	5. learn about various post-secondary schools and their entrance requirements.	____	____	____	____
____	____	____	____	6. find out about military training programs.	____	____	____	____
____	____	____	____	7. find out about apprenticeship programs.	____	____	____	____
____	____	____	____	8. identify various local job openings.	____	____	____	____
____	____	____	____	9. develop skills needed to get good jobs.	____	____	____	____
____	____	____	____	10. develop skills needed to keep their jobs.	____	____	____	____
____	____	____	____	11. apply for full-time jobs (referrals).	____	____	____	____
____	____	____	____	12. apply for part-time jobs (referrals).	____	____	____	____
____	____	____	____	13. get into apprenticeship programs.	____	____	____	____
____	____	____	____	14. get into military training programs.	____	____	____	____
____	____	____	____	15. get into vocational schools.	____	____	____	____
____	____	____	____	16. get into 2 and 4 year colleges or universities.	____	____	____	____
____	____	____	____	17. obtain financial aid for continuing their education.	____	____	____	____

S.P.A.C.E.

Student Placement and Counseling Effort

Dear Students:

During the past three years, this high school has participated in a project called the Student Placement and Counseling Effort -- Project S.P.A.C.E. The purpose of this project is to assist schools in developing expanded career counseling and placement services for students. Because the project is in its final stage of operation, many of the services originally developed through S.P.A.C.E. are now being provided by faculty or staff not directly connected to S.P.A.C.E. A few of these new services are:

Job Seeking Skills Instruction
Job Keeping Skills Instruction
Career and Job Counseling
Posting of part-time and full-time jobs
Providing employment referrals

The purpose of this survey is to find out if you heard about S.P.A.C.E. and whether the services you received were or were not valuable. Your responses will be used in determining which services will be continued next year after the project is officially over. So please be as honest as possible. Your responses will be kept in strict confidence and will not affect your grades or relationships with any faculty members.

Remember when completing the questions that other personnel in the school may be providing these services besides the S.P.A.C.E. director and counselor.

To begin, flip this sheet down and start with section I.

S.P.A.C.E. Director

I. FUTURE PLANS:
Please check (✓) the primary activity you plan to be doing next October.

- ☐ Full-time job
- ☐ Part-time job
- ☐ Homemaking
- ☐ Military
- ☐ Apprenticeship
- ☐ School, full-time
- ☐ School, part-time
- ☐ Other_____ (list)

If you plan to go to school, check the type of school.

- ☐ Vocational Technical Institute
- ☐ Junior/Community College
- ☐ College or University
- ☐ Private Vocational School
- ☐ Other_____ (list)

II. AWARENESS OF S.P.A.C.E.
Please answer the following questions by checking (✓) "Yes", "No", or "Unsure".

	Yes	No	Unsure
1. Do you know about S.P.A.C.E.?	☐	☐	☐
2. Have you received any of the services developed through S.P.A.C.E.?	☐	☐	☐

If you have not received any of the services listed previously, go directly to Section III.

3. Has S.P.A.C.E. been personally useful for you?	☐	☐	☐
4. Would you recommend the services you received to your friends?	☐	☐	☐
5. Should the services be continued next year?	☐	☐	☐

III. VALUE OF "CAREER-RELATED" SERVICES
Below is a listing of "career-related" services that you may have received. These services may have been provided by teachers, counselors, or the persons working with S.P.A.C.E. Please think about the services you actually received this year, and then rate the value of each of the services you received by checking (✓) either high, moderate or low value.

I received help in:	High Value	Moderate Value	Low Value
1. dealing with "career-related" concerns or problems.	☐	☐	☐
2. relating to other persons.	☐	☐	☐
3. exploring various career opportunities.	☐	☐	☐
4. planning what to do after high school.	☐	☐	☐
5. obtaining information about specific colleges and universities.	☐	☐	☐
6. obtaining information about private and/or public vocational schools.	☐	☐	☐
7. finding out about military training programs.	☐	☐	☐
8. finding out about apprenticeship programs.	☐	☐	☐
9. identifying part-time job openings.	☐	☐	☐
10. identifying full-time job openings.	☐	☐	☐
11. developing skills used in searching for a job.	☐	☐	☐
12. developing skills needed to keep a job.	☐	☐	☐
13. getting full-time jobs (referrals to employers).	☐	☐	☐
14. getting part-time jobs (referrals to employers).	☐	☐	☐
15. getting into apprenticeship programs.	☐	☐	☐
16. getting into military training programs.	☐	☐	☐
17. getting into private or public vocational schools.	☐	☐	☐
18. getting into 2 and 4 year colleges or universities.	☐	☐	☐
19. obtaining financial aid for continuing my education.	☐	☐	☐

K.2 Synopsis of the Career Education Cognitive Questionnaire

The Career Education Cognitive Questionnaire for grades ten through twelve was developed to measure students' knowledge about the world of work. It consists of 60 multiple choice items, typically requiring 30-45 minutes to answer. There are eleven content areas for the Questionnaire, some of which include the career decision process, knowledge of job seeking skills, knowledge of occupations, knowledge of employment and industrial trends, and knowledge of training and entrance requirements for occupations and education. When used in a pre- and post-test design, it can furnish valuable information concerning changes in student skills accruing from the placement programs activities.

Source: Dreyer, Ronald C. "Career Education Cognitive Questionnaire, Grades 10-12," Minnesota Research Coordinating Unit for Vocational Education, Department of Vocational and Technical Education, University of Minnesota, MInneapolis, Minnesota, 1976.

K.3 Questions Added to High School Follow-Up Questionnaire

The twelve questions added to the backside of the High School Follow-Up Questionnaire address the quality of the placement and counseling services at the high school. The survey is completed one year after the student leaves his/her high school, and thus provides useful information about the value of the placement assistance.

Source: Irvin, Donald E. and Copa, George. Status of Former High School Students: Procedure for Local Assessment, Minnesota Research Coordinating Unit for Vocational Education, University of Minnesota, Minneapolis, Minnesota, November 1974.

RCU 224761

HIGH SCHOOL FOLLOW-UP QUESTIONNAIRE

STUDENT ☐☐☐ SCHOOL ☐☐☐☐

PLEASE COMPLETE AND RETURN THE FORM BELOW.

1. Name: _____ (_____)
(Last) (First) (Middle Initial) (Maiden)

2. Present Address: _____ Phone: _____
(Street or R.R.) (Area Code) (Number)

_____
(City) (State) (Zip Code)

3. **Recent History:** For each time period (column) in the YEAR FOLLOWING HIGH SCHOOL, check (√) the activities in which you were involved. Check at *least* one activity for each column. Note that you may respond to *both* the employment and education sections, mark as many as apply to you.

—Fold Here—

Time Periods After Leaving High School

Activity	Sept. thru Nov.	Dec. thru Feb.	Present (Complete even if same *Activity* as other time period)	Planned Activity (Next Oct.)
Education (Check all that apply):				
3.1 Vocational School	( )	( )	( )	( )
3.2 Community College	( )	( )	( )	( )
3.3 College or University	( )	( )	( ) → If you marked here, *complete* **#5** below.	( )
3.4 Apprenticeship	( )	( )	( )	( )
3.5 Other Education _____ (Specify)	( )	( )	( )	( )
Employment (Check all that apply):				
3.6 Unemployed (looking for work)	( )	( )	( )	( )
3.7 Homemaker	( )	( )	( )	( )
3.8 Military (full time)	( )	( )	( )	( )
3.9 Paid Employment	( )	( )	( ) → If you marked here, *complete* **#4** below.	( )
Other Activity: (For example; ill, vacation, etc.)				
3.10 _____ (Specify)	( )	( )	( )	( )

4. Present Paid Employment Activity

4.1 Hours Per Week You Work:
1. Less than 30 ( )
2. 30 or more ( )

—Fold Here—

4.2 Job Title: _____
(For example: Truck Driver, Secretary)

4.3 Employer: _____
(company or business name)
(If self employed, write "self.")

4.4 Employer's Address: _____
(Street or R.R.)

_____
(City) (State)

4.5 Kind of Business: _____
(For example: Farming, Retail Shoe Store)

Note: The following items are useful to us, but may be omitted if you prefer.

4.6 Supervisor's Name: _____

4.7 Please Mark Your Present Hourly Income:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6
Under $1.50	$1.51 to $1.99	$2.00 to $2.99	$3.00 to $3.99	$4.00 to $4.99	$5.00 or more

5. Present Educational Activity

5.1 Hours Per Week You Attend:
1. 1 to 12 ( )
2. 13 to 18 ( )
3. 19 or more ( )

5.2 School Name: _____

5.3 School Address: _____
(City) (State)

5.4 Type of School: 1. Public ( ) 2. Private ( )

5.5 Major Area or Program:

_____
(For example: Auto Mechanic, Elementary Teaching)

5.6 Intended occupation after completing education

_____
(For example: Legal Secretary, Carpenter, Teacher, undecided, etc.)

THANK YOU FOR YOUR HELP

PLEASE PLACE YOUR COMPLETED QUESTIONNAIRE IN THE RETURN MAIL TODAY.

* * * * * * *NO POSTAGE REQUIRED* * * * * * *

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How would you rate the QUALITY of the following aspects of the placement and counseling services at your high school? (Please check only one space for each item.)

	Excellent	Good	Poor	I did not use or need
1. In general, placement and counseling services were:	____	____	____	____
2. Assistance in planning your future was:	____	____	____	____
3. Assistance in getting money for continuing education was:	____	____	____	____
4. Assistance in selecting a school (vocational or college) was:	____	____	____	____
5. Assistance in entering an Area Vocational-Technical Institute was:	____	____	____	____
6. Assistance in entering a college or university was:	____	____	____	____
7. Information provided about job seeking skills was:	____	____	____	____
8. Information provided about jobs and careers was:	____	____	____	____
9. Assistance in obtaining a part-time job was:	____	____	____	____
10. Assistance in obtaining a full-time job was:	____	____	____	____
11. Assistance in learning about and entering apprenticeship program was:	____	____	____	____
12. Assistance in learning about and entering military training programs was:	____	____	____	____

APPENDIX L

External Group Evaluation Materials

L.1 Employer Evaluation Questionnaires

In order to assess the quality of the placement and counseling services, a product evaluation questionnaire should be distributed to all local employers. Employer responses can thus be incorporated into the planning process along with those of faculty, students and parents. To enhance response rates, it is recommended that the questionnaires be completed over the telephone or through structured interviews.

Dear Employer:

As you probably already know, several Minnesota high schools are participating in a project which is developing comprehensive placement services for graduating seniors. The project located in your area is called Project S.P.A.C.E. (Student Placement and Counseling Effort). The purpose of this survey form is to obtain your opinions, evaluation, and conclusions about these new placement services. Your responses will assist these schools to better plan their efforts with regard to these services.

Please complete all of the appropriate questions and be as candid as possible. When you complete the form, refold it with the return address and stamp on the outside. Staple and drop the form in a mail box -- no postage is necessary. Thank you in advance for your cooperation.

I. Opinion About S.P.A.C.E. Services

Please rate the importance of the services listed below by circling the number representing the level of impotance.

High schools should:	Very Important		Somewhat Important		Not At All Important
1. assist students in exploring careers.	1	2	3	4	5
2. assist students in selecting careers.	1	2	3	4	5
3. assist students in learning about and entering apprenticeship programs.	1	2	3	4	5
4. identify job opportunities (part and full time jobs) for students.	1	2	3	4	5
5. actively assist (make referrals) students in applying for jobs.	1	2	3	4	5
6. teach students the skills needed to get jobs (interviewing, application forms, etc.).	1	2	3	4	5
7. teach students the skills needed to get keep jobs (following instructions, getting along, etc.).	1	2	3	4	5

Which service(s) listed above would most benefit you as an employer? _____
(specify one or two)

II. Evaluation of S.P.A.C.E. Services

Please rate the quality of the student referrals on each of the factors below by circling the number that best represent the overall quality of student referrals.

	Above Average		Average		Below Average	Can't Say
1. Having a specific job in mind and knowing what they want out of a job.	1	2	3	4	5	X
2. Their qualifications or ability to meet the requirements of the job.	1	2	3	4	5	X
3. Knowledge of your company - general operations, growth record, company benefits, etc.	1	2	3	4	5	X
4. General appearance, hygiene, and attitude.	1	2	3	4	5	X
5. Application skills -- completing application forms, interviewing.	1	2	3	4	5	X
If any students referred have been hired, please rate these persons on the additional factors.						
6. Ability to perform the job.	1	2	3	4	5	X
7. Ability to get along with others.	1	2	3	4	5	X
8. Chances of continued employment.	1	2	3	4	5	X

III. Conclusions about S.P.A.C.E. Services

Please answer the appropriate question by checking (√) Yes, No, or Unsure

	Yes	No	Unsure
1. Should high schools provide comprehensive placement services to current and former students wishing to go to work?	___	___	___
2. Would you recommend these new placement services to other employers?	___	___	___
3. Should funding for this project not be continued, would you still be willing to cooperate with schools in offering these placement services?	___	___	___

YOUR COMMENTS: _____

_____

_____

_____

Dear Employer,

For the past 3 years, this high school has participated in a federally funded project designed to expand the school's guidance and counseling program. The project is called the Student Placement and Counseling Effort -- Project S.P.A.C.E. The thrust of the project has been expanding job counseling and placement services for students.

Since this is the final year for federal funding, the continuation of the expanded services generated from this project will largely depend on how useful the services have been to you and other intended audiences. As you may recall from the brochure you received at the first contact, these services were intended to benefit you in the following ways:

(1) Provide students who want to work
(2) Provide students who know their own abilities
(3) Provide students who know your company
(4) Provide students who know how to apply
(5) Provide students who are referred only if they are qualified

The purpose of this questionnaire is to determine if the school's S.P.A.C.E. services have actually benefited you and if they should be continued. Your judgments and comments are extremely important. Please respond to the five questions below as candidly as possible. Room is provided below for your comments. Your responses and comments will be treated as confidential. After completion, just tear off the section and drop it in the mail -- no postage required.

Thank you for your cooperation.

S.P.A.C.E. Director

Please respond to the following questions by checking (✓) either Yes, No or Not Applicable*

	Yes	No	Not Applicable
1. Have you listed job openings with the school's S.P.A.C.E. services?	___	___	___
2. Have you taken student referrals from the school's S.P.A.C.E. services?	___	___	___
3. Were the students referred through S.P.A.C.E. better qualified and/or prepared than the typical high school student?	___	___	___
4. Have the school's S.P.A.C.E. services been generally useful and responsive to your needs?	___	___	___
5. Would you like to see this high school continue to provide placement services after Project S.P.A.C.E. is officially over?	___	___	___

YOUR COMMENTS: _____

_____

_____

*When "Not Applicable" is checked, please indicate the reason for using this in the comments section.

L.2 Parent Evaluation Card and Letter of Introduction

Part of the summative evaluation for the placement project is achieved through a parent questionnaire sent to all parents of high school seniors at the conclusion of each school year. A letter of introduction about the project and its services is enclosed with a post card of survey questions which is pre-stamped and pre-addressed for return to the participating site. This particular survey was designed for the final scheduled year of the project, and hence, the questions pertain to the issue of continuation, and value of services (rather than needs assessment, etc.). Note the printed number in the upper right hand corner of the post card which acts as a coding system to identify delinquent parents.

Student Placement and Counseling Effort

Dear Parents:

For the past 3 years, this high school has participated in a federally funded project designed to expand the counseling and placement services provided to students. The project is called the Student Placement and Counseling Effort (Project S.P.A.C.E.). The purpose of the project was primarily to strengthen the school's guidance and counseling program by providing expanded job counseling and placement services. Specifically these services were designed to provide students with:

1. Job Seeking Skills Instruction (writing a resume, running a job search, taking an employment interview, etc.)

2. Job Keeping Skills Instruction (anticipating common-on-the-job problems, following instructions, etc.)

3. Career and Job Counseling (assisting in planning post-high school activity)

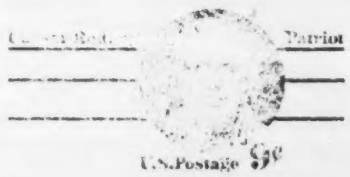
4. Assistance in identifying part-time and full-time jobs

5. Referrals to employers who have immediate job openings

Since this is the final year for scheduled funding, the purpose of this letter is to seek your assistance in determining whether or not these expanded services should be continued in the high school next year. The decision to continue may largely depend on your responses to the questions on the enclosed post card, therefore, please take a few minutes to answer them. After completing the questions, simply drop the post card in the nearest mail box -- no postage is required.

Thanks for your cooperation.

S.P.A.C.E. Director



S.P.A.C.E. Office
125 South Broadway
Wells, MN 56097

S.P.A.C.E. SERVICES:

Nº 1996

Please answer the following questions by checking (✓) Yes, No, or Unsure.

	Yes	No	Unsure
1. Should this high school provide job counseling and placement services?	___	___	___
2. Have you heard about Project S.P.A.C.E. and of the job counseling and placement services it offers?	___	___	___
If you are familiar with Project S.P.A.C.E., please answer the additional questions.			
3. Has your daughter or son received any of the services listed above?	___	___	___
4. Do you think these new S.P.A.C.E. services did or can assist your son or daughter?	___	___	___
5. Would you like to receive further information about how job counseling and placement services can help your son or daughter?	___	___	___
6. Should these new S.P.A.C.E. services be continued on a permanent basis?	___	___	___

YOUR COMMENTS: _____

_____

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L.3 Parent Evaluation Questionnaire

A product evaluation questionnaire for parents, distributed by mail, contains both a section on needs assessment, and awareness and usage of the placement and counseling services.

Dear Parent:

This high school is currently participating in a project called the Student Placement and Counseling Effort (Project S.P.A.C.E.) which is in its second year of operation. The purpose of this project is to try out new "career-related" services (S.P.A.C.E. services) which may later become part of the school's permanent services if found to be desirable and helpful.

This questionnaire is being sent to parents of current seniors for whom these new S.P.A.C.E. services should be most useful. We ask that you take the minute or two needed to reply to the questions on this questionnaire. Your responses will be used in making decisions on changing or continuing these new services and will be treated with strict confidence.

After completing the two sections of this questionnaire, just refold the questionnaire with the return address on the outside. If you desire, you can remove or mark out the label with your name. Staple, tape, or glue the questionnaire shut and drop it in a mail box -- no postage is required.

Your time and effort is greatly appreciated. THANKS!!

I. Career-Related Services:

Below is a list of 15 career related services available at this high school. Please rank the five services you feel are most important for high school students. The most important service would be ranked as 1.

This high school should help students:

1.____deal with their "career-related" or personal concerns.
2.____better relate to other persons.
3.____explore various career opportunities.
4.____plan what to do after high school.
5.____learn about various post-secondary schools and their entrance requirements.
6.____find out about military training programs.
7.____find out about apprenticeship programs.
8.____identify various local job openings.
9.____develop the skills needed to get satisfying jobs.
10.____develop the skills needed to keep their jobs.
11.____apply for full-time jobs (job referrals).
12.____apply for part-time jobs (job referrals).
13.____get into apprenticeship programs.
14.____get into military training programs.
15.____get into vocational schools.
16.____get into 2 and 4 year colleges or universities.
17.____obtain financial aid for continuing their education

II. S.P.A.C.E. Services:

Please answer the following questions by checking (√) Yes, No, or Unsure.	Yes	No	Unsure
1. Should this high school provide a wide range of career-related services?	___	___	___
2. Are you aware of Project S.P.A.C.E. and of the new available services?	___	___	___
If you are aware of Project S.P.A.C.E and its services, please answer the additional questions.			
3. Have you talked with the school personnel involved with Project S.P.A.C.E.?	___	___	___
4. Have you talked with your son or daughter about these new S.P.A.C.E. services?	___	___	___
5. Have you encouraged your son or daughter to use these new S.P.A.C.E. services?	___	___	___
6. Has your daughter or son used the S.P.A.C.E. services?	___	___	___
7. Do you think these new S.P.A.C.E. services did or can assist your son or daughter?	___	___	___
8. Should these new S.P.A.C.E. services be continued on a permanent basis?	___	___	___

YOUR COMMENTS:_____

_____

_____

_____